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ABSTRACT

The goal of the institute was better library service for the thousands of handicapped children in New York State. Librarians, special educators, and others in allied fields have concern for these children and wish to offer service or improve existing programs. Some do not know where to start and may even be afraid to make the first step. Others do what they consider possible, often unaware of sources of aid and sometimes even duplicating existing services. Many offer excellent programs which need wider publicity and use. All need to know about the problems each face in their own situations as well as their strengths and assets. There is never enough funding and it is crucial that every potential source of aid be coordinated for the achievement of the ultimate in library service for the handicapped. The report covers the taped portions of the institute which studied various aspects of improving library services to handicapped children including, media, use of libraries by exceptional children, library materials, school library programs, cooperation, programmed reading materials, audiovisual aids and Braille, information sources, and nation wide services. (Author/AB)

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THE NEW YORK STATE EDUCATION DEPARTMENT

Division for Handicapped Children
Special Education Instructional Materials Center

In cooperation with the

State University of New York at Buffalo
School of Information and Library Studies

Selected Proceedings of

A Special Study Institute
on
Improving Library Services
For Handicapped Children

February 1-4, 1971

Buffalo, New York

Special Study Institute
Funded through Section 301
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LI 002 997

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Institute Director

Mary Bobinski
Institute Director

PROGRAM SCHEDULE

Monday, February 1 — Statler Hilton Hotel
Buffalo, New York

5:00 - 6:00 P.M. Registration

6:00 P.M. Dinner - Statler Hilton Hotel

7:00 P.M. Welcome
Dr. George S. Bobinski, Dean
School of Information and Library Studies
State University of New York at Buffalo

Introduction and Institute Description
Mrs. Mary Bobinski, Director

Mrs. Joan Miller, Associate in
Instructional Materials for Handicapped Children
New York State Education Department, SEIMC

"A Plan for Action"
Robert Moon, Consultant
CEC Information Center

8:00 P.M. "Media - The Word in Reaching Out"
Don Roberts, Assistant Professor
School of Information and Library Studies
State University of New York at Buffalo

Tuesday, February 2 — Buffalo and Erie County Public Library

9:00 A.M. Welcome
Joseph Rounds, Director
Buffalo and Erie County Public Library

9:15 A.M. "Characteristics of Exceptional Children as Related to Their Use of Libraries"
Mrs. Maxine Mays, Associate Professor
Exceptional Children Education Division
State University College at Buffalo

Coffee Break

10:45 A.M. "Handicapped Children and Library Materials"
Clara E. Lucioli, Head
Hospital and Institutions Department
Cleveland Public Library

Tuesday, February 2 (cont'd)

12:30 P.M.	Lunch - Lafayette Restaurant
1:30 P.M.	"School Libraries - Programmed to Meet the Needs of the Handicapped: Panel Discussion" Mrs. Winona Richardson, Library Consultant Kenmore - Town of Tonowanda Public Schools Moderator Mrs. Linda Cook, Resource Room Teacher Campus School State University Colllege at Buffalo Mrs. Carol Kearney, Coordinator of Library Services West Seneca Central Schools Mrs. Jane Murphy, Library-Media Specialist Elementary School #76 Buffalo Public Schools Mrs. Jean Porter, Director Educational Communications Orleans-Niagara BOCES Mrs. Alice Sprickman, Project Associate Regional Special Education IMC State University College at Buffalo
2:30 P.M.	"BOCES - A Help in Need" Miss Mary Ann Connor, Librarian Lester B. Foreman Area Educational Center ASEIMC BOCES #1, Monroe County Rochester, New York
	Coffee Break
3:30 P.M.	"Cooperation - the Word in Accomplishing Wonders?" Robert Barron, School-Public Library Liaison Division of Library Development New York State Education Department
4:15 P.M.	Audience and Panel Interaction
6:00 P.M.	Dinner - The Plaza Suite 1 M and T Plaza

Tuesday, February 2 (cont'd)

Evening Entertainment
"An Encounter Session -
A Light Evening"
Mrs. Elizabeth Ayre, Director
Regional Special Education IMC
State University College at Buffalo

Wednesday, February 3 — Programs in Action

9:00 A.M. — St. Mary's School for the Deaf
2253 Main

Library and Programmed Reading Materials

Sister Rose North, Librarian
Joseph Piccolino, Media Coordinator
Mrs. Collette Sangster, Librarian

School 84
School for the Physically Handicapped
462 Grider

Computer-based Resource Units in Action
Cybernetics

Robert J. Duerr, Principal

12:00 — Lunch - Top of the Town
534 Main

1:00 P.M. — Programs in Action

Batavia School for the Blind
Richmond Avenue, Batavia, New York

Audio-Visual Aids and Braille

Mrs. Evelyn Riegel, School Librarian
Charles Ruffino, Media Coordinator

3:30 P.M. — Statler Hilton Hotel

Video Tapes and Films of Library Services
to the Handicapped

Spencer Shaw on Storytelling for the Handicapped

Discussion

Wednesday, February 3 (cont'd)	
	Optional Evening Entertainment
	Bus Trip to Niagara Falls and Dinner at the Skylon Revolving Tower
Thursday, February 4	Regional Special Education Instructional Materials Center State University College at Buffalo
9:00 A.M.	Coffee and Welcome Mrs. Elizabeth Ayre, Director, RSEIMC State University College at Buffalo
	"Special Information Sources" Mrs. Joan Miller, Associate in Instructional Materials for Handicapped Children New York State Education Department, SEIMC
	"A Brief Look at Tools of the Trade" Ralph Dykstra, Project Associate, RSEIMC State University College at Buffalo
	"Meet Robert" Mrs. Dorothy Bascomb, Coordinator Media/Materials, RSEIMC State University College at Buffalo
	CBRU Presentation Mrs. Martha R. Brown, Project Associate, RSEIMC State University College at Buffalo
	Coffee Break
10:45 A.M.	Campus School State University College at Buffalo
	Welcome Dr. Daniel Weppner, Supervising Principal Campus School State University College at Buffalo
12:30 P.M.	Lunch - Moot Hall
1:30 P.M.	Butler College Library State University College at Buffalo

Thursday, February 4 (cont'd)

	Welcome Dr. L.A. Palmieri, Director Butler Library State University College at Buffalo
	"Books for Handicapped Children" Mrs. Hertha Ganey, Professor State University College at Buffalo
	Coffee Break
2:45 P.M.	"Nationwide Services for Handicapped Children" Margaret Hannigan, Coordinator, Title IV, LSCA, Library Program and Facilities Branch U.S. Office of Education
4:00 P.M.	Summation and Evaluation

INTRODUCTION

During this period in New York State, a time of evaluation of library service to children, it is well to think about improving library services to handicapped children. A task force has been set up to design a pilot program for the purpose of appraisal of the recommendations of the Commissioner's Committee on Library Development that the elementary school library has the responsibility to meet all the library needs of all children, preschool through grade six, except those in health, welfare and correctional institutions. The latter, it is suggested, might be served by a cooperative library system and/or contracted public library and school library systems. A pilot program will involve a number of centers, which should demonstrate a variety of service patterns, so that the strengths and weaknesses of both school and public library services to children, singly and cooperatively, can be assessed.

Our goal at the Buffalo institute was better library service for the thousands of handicapped children in the State. Librarians, special educators, and others in allied fields have concern for these children and wish to offer service or improve existing programs. Some do not know where to start and may even be afraid to make the first step. Others do what they consider possible, often unaware of sources of aid and sometimes even duplicating existing services. Many offer excellent programs which need wider publicity and use. All need to know about the problems each face in their own situations as well as their strengths and assets. There is never enough funding and it is crucial that every potential source of aid be coordinated for the achievement of the ultimate in library service for the handicapped. It is fitting that attention to this area be timed with the evaluation of library service in general to children in the State. Already, we have evidenced continued interest in this problem. As a direct result of the Institute, one of the main speakers was asked to return to address over 200 librarians from the New York State Library Association School Library Section meeting held in the Spring in Buffalo.

This report is an attempt to fulfill one of the major requests to come out of the institute. The outstanding group of participants who gathered in Buffalo, February 1-4, 1971, to study the problem of improving library service to handicapped children praised the program and the speakers highly, and again and again on the evaluation forms suggested that they would like copies of the talks. We are pleased to honor their suggestions; therefore, this manuscript has been prepared from the taped sessions, and edited only minimally in an attempt to preserve the conversational flavor and mood of the institute. However, we do regret having to omit many important aspects of the institute, particularly the programs-in-action which contributed so much to the week and those presentations which relied heavily on slides or other visuals rather than prepared speeches. The Buffalo area is fortunate to have excellent library programs and facilities, a fact pointed out by many participants, most of whom wished a longer period of time could have been provided for this aspect of the institute. I am grateful to the staffs of these libraries for their support and cooperation. They contributed all I had hoped and more, and it is with regret that we are forced to omit these and other portions of the program which were difficult to tape. Under these circumstances, it is impossible to give a true picture of the entire institute. But I know the participants carried back information of these excellent services and so word-of-mouth will perhaps serve where print fails. I personally will never forget many highlights of these programs: the story, "Five Chinese Brothers" told to the children at St. Mary's School for the Deaf, the children using the Cybertype Machine at School 84 for the Physically Handicapped, exciting projects, including the "touch" museum at Batavia School for the Blind, older mentally retarded students helping teach the younger children at the Campus School and a dedicated administrative staff member conducting a tour of the Buffalo and Erie County Public Library for the hardy participants who had survived a long, busy day.

My thanks to all - the speakers, staff, host libraries who turned out the red carpet, and participants who braved a snowstorm in February and submitted to the tight schedule we had to plan in order to cover the material adequately. I know many would smile in sympathy with the participant who responded to the query on the questionnaire, "What will you do immediately back home as a result of this institute?" with the word, "Rest!" I say well earned, and best wishes for all the other plans that were sparked during the program.

Mary F. Bobinski
Institute Director

BACKGROUND TAPE FOR PRESENTATION

MEDIA - THE WORD IN REACHING OUT

Random Comments by Special Educators Concerning Handicapped Children
Elicited by Don Roberts

"Each child, emerging from its mother's womb is entering another womb of total human consciousness which is continually modified and expanded by subjective objective experiences. As each successive child is born it comes into a cosmic consciousness in which it is confronted with less misinformation than yesterday and with more reliable information than yesterday. Each child is born into a much larger womb of more intellectually competent consciousness."

"Most of the time when I take my children to the library I notice that the librarians don't seem very comfortable with them and I don't know how to make it better. I wish that they would be more comfortable with them and wouldn't seem quite so afraid of them. It may help them to remember that they're children just like any other children and they have the same basic needs. As far as materials go, the most helpful things are visuals like small filmstrips and projectors that the children can learn to operate themselves and filmstrips with records that go with them. That kind of material and picture prints with records are valuable any kind of visual and auditory aids that the children can be taught to use and people will learn to trust them with."

Question: "How do kids learn?"

"With this statement there is some background material which says that most learning takes place in the eyes, roughly about 85% and another 10% through hearing, so what can we do in the school to increase the learning of the youngster? We have to take into consideration that most handicapped children have some type of auditory-perceptual problem and basically the English language is complex enough without adding to the problem, take for example the word "cat". If someone has a pet they think of one thing, if their father drives a bulldozer he thinks of another thing."

"I picture they're sitting back there thinking which children could this book help, when the biggest thing is again what you said, the idea that the librarian deals directly with this kid who isn't too desirable a child, who really is a child who you don't like very much. Fritz Reidel calls them children who hate and sometimes I think children YOU hate. It's true to a degree but still they, in order to profit from the use of these same books which may be recommended for them, I think, have to feel like good worthy people as a result of having that book and that is a direct interpersonal relationship pupil to librarian."

"I had an interesting service last year that I don't have this year but it really helped me alot. Anytime I was going to do any kind of unit or any kind of work in any area, I could go to the librarian and tell her what the subject area was and she'd get all kinds of materials together for me, lists and magazines and any collections of pictures that she had - filmstrips, movies, everything and she'd put it all together for me and I could come down and go through it and use what I wanted and put back what I didn't want. That was really helpful with anything at all that I was doing!"

"There's always this confusion. I think the minute that we can begin to put into the classroom and the exceptional teacher begins to integrate into the classroom more visuals, then I think we're going to improve this problem of teaching these youngsters to see, perceive and conceptualize."

"The other thing is another service that I had last year that I don't have this year. I could send children in small groups or just individually to the library to work independently and it was set up so that a child would have a spot to work in with very minimal supervision but enough to get him going so he knew what he was doing and he'd be provided with the filmstrip viewer or whatever preprinted worksheets and things he needed to use with it."

"Now we know kids do reverse, but all kids do when they start reading, they have to learn what direction the print is going and I think that books have to have easily readable print. Most children's books do now. I think the children are at a great advantage with library books because they don't have that darned controlled vocabulary. You've seen the stories that too often are printed as a result of controlled vocabulary - insipid, total rigid middle class nothingness - there's really nothing there for the child so it seems to me that if the book is clearly printed and it's an interesting story and if the child isn't told that reading is a reciting of words but rather reading is an understanding of the story, - so they have a few words backwards that's something they'll come out of."

Question: "Is there any time during an oral day when you'd get together to talk to librarians about your needs?

"I did last year but again it's a difference in attitudes of librarians and I think that librarians vary just like people vary and it's nice to feel that a librarian is like any other teacher or any other special class person that only sees children once a week or twice a week. If she will be willing and kind of encourage you to come in and talk about your kids and about your special needs it's great and last year I had that type of situation where the librarian did encourage me and was so readily available to me and to all the teachers in the building. This year I don't really feel that way; it just hasn't come about, and then again, being comfortable with the children, this year the one experience my children have had in the library the librarian really seemed to be afraid of them and she just didn't know what was happening or even how to talk to them. She was really uncomfortable and that sort of made me uncomfortable and I'm sure made the children not feel too good and they get so much out of just being in a different place other than their own classroom. Just getting them out of the clean four walls that they're in, any visit any place is so worthwhile that they really have no need to feel uncomfortable, they should just sort of be themselves and they'll be successful, I think."

"There's no question that most of the kids that we deal with have a language development disability and certainly in almost every case some degree of reading disability, okay? So really, they're deprived of many vicarious experiences which other children their same age get as a matter of course in their regular school work. Their needs and their desires are not retarded - they have feelings like every other child their age, but they just don't have the ability to satisfy those needs through the written word, so it seems to me that the need for other kinds of input than just the written word would be especially necessary for these kids."

"We have a small number of kids in the special class but I know that some do have this larger number, but if you can begin to break it down and have youngsters performing meaningful tasks someplace in the room so that the teacher can get down to two or three, or hopefully, just one, you're going to have a better situation as far as these youngsters learning is concerned because they're not going to have to be competing."

Question: "How much material is actually produced for special children?"

"Oh, a great deal now. I would say that we're in rather good shape now, in all kinds of media by comparison to the way things were ten years ago. The difference is fantastic. I'm not certain whether it's adequate, and the difficulty for me now is choosing which is a good thing for this particular child or this particular group of children. (Question: you mean being able to preview it?)

Well, and preuse it - use it experimentally - and this is where the Instructional Materials Center loaning device comes in so great, you can take it out and try it because there's a great deal of junk being produced too. For example, they've come up with theories concerning difficulty in laterality, reversals and so forth which may have something to it, but the research doesn't seem to indicate that it has any real consequence. However, you can buy thousands of programs to work on a child's laterality, any one of which may be worth nothing."

"Do we want to be in on this? I see that many of the materials that are used for ordinary students can be used by the teachers of these youngsters in special classes, for example the EDL Series Listen and Think, and some programmed instruction. The California test bureau has some self-instructional units which are diagnostic in their approach at the beginning and they begin to work into the remediation of problem areas. I guess anyone who has a learning problem needs these materials and a slow learner would be anyone who comes to the learning task without the prerequisites of it. I think there's a wealth of materials that is available and putting it into the library and making it available to both the teacher and the student is the only way, because all too frequently in some of these school districts, a teacher orders a good piece of material, puts it in the desk drawer and there it remains until she uses it once a year perhaps for a week or so and then it goes back in the desk drawer and no one else knows about it."

"I think that every child has some kind of disadvantage and I think that it's up to the person who is accumulating materials and is forming attitudes and ways of working with people to take into consideration the kinds of children in a school whether they're disadvantaged because of the area they live in or because of physical means or whatever, and try to figure out ways that she can go along with their needs and also find materials that they will be able to work with. You know, they have a phenomenal amount of material around - things that kids with all kinds of problems and kids with no problems at all can use - they should have a variety of things around so that maybe if you're in a very culturally disadvantaged school and they have very, very bright children there, there should be things to stimulate them as well as things to motivate kids that aren't interested in the stuff at all."

"I've seen these grand pictures that are produced, big 3' by 4' pictures of a social situation and the children acquire language by talking with each other and with the teacher about what's going on in the picture. I think that something like this is great. On the other hand, you'll find people producing all kinds of pictures where the kids have to cross their eyes and twirl them around and goodness knows what all! They say by doing those kind of exercises with their pictures you're learning to read but the research doesn't really bear that out."

Question: "What about the cooperation between librarian - teacher and media - specialist - is this going on to the advantage of the exceptional child ?"

"I think very definitely in schools that have media specialists and people who are concerned with this, yes, I do think there's a good degree of cooperation going on throughout the area. I attended a conference just yesterday which was a hands-on media institute and I don't know the actual number of librarians attending but I think a lot of people are trying to make a division between the two. I can't see any division - I think we both have our own areas and we need to help one another."

Question: "Have you got any more advice for librarians?"

"Loosen up alot."

"Buy alot of paperback books, buy alot of things you're not afraid of kids messing up. Last year was great, if your kids wanted to take home a filmstrip projector and a couple of filmstrips on the weekends, they could do that - just sign it up and take it home. No one was going to get upset whether they'd mess them up, and they always got them back and no one ever messed them up."

"Again, the librarians' role would be to be more selective about matterials - maybe even go into research and find out what the research is supposed to indicate, or at least call in some experts and ask what does research really seem to indicate? which of these areas really has the strongest support in the academic field?"

"The interesting thing that I find is that a lot of people who are into research and so forth are what I call print-heads, they're so book oriented that they don't pay much attention to the media coming in. It seems to be quite a problem. How do you overcome that? It's almost a matter of visual and audio illiteracy with the experts. I don't know, because it pays to print doesn't it? If you get alot of material published and get your name widely accepted in the field, why, it pays in the long run, your texts are then purchased widely and you make money out of it. I don't know how you overcome that."

"Well, for this type of child perhaps the printed work is the most difficult to comprehend and to work with. Libraries as we're trying to develop them at the Iroquois Central School have tape recorders, previewers or study mates for individualized use of filmstrips, tapes, and records. The library is not a place to dispense these particular items, but a place to view them. I think the kids are looking for a place to get away and be able to do their own thing. They can look at a filmstrip and they're learning on the outside with media that is available, whether it be television or the ads in magazines, and I think we have to depend upon that type of approach to do some of the teaching and learning in the school."

"Just because they're being trusted with materials I think that most kids, when given responsibilities like that, really live up to them."

"Actually, I think the money's there but it's never been used to purchase that equipment. I think the reason that it's never been used to purchase that equipment is that nobody's ever hunted for it long enough and hard enough. That's a characteristic of a public school; if you want something, you keep yelling loudly enough, stir up enough public support and you get it."

"That kind of an environment is very important to a child with learning disabilities because it can be very distracting. I've worked with a young man who had a difficult time going through high school and we were walking into a 6th grade classroom and he said "Gee, this room is kind of screaming at me" and actually an administrator would walk in and say this is a great classroom, look at all the material that's on the bulletin board and around in the room but to this young man it was a deterrent to working and studying in the proper environment. I don't think that it has to be austere, that you have to have plain walls and carrels to put kids into for 6 hours a day, but I think there has to be a concern for the physical makeup of the room. I think one of the ideal things, is to carpet the classroom to cut down the noise factor which is a distracting thing for these young people."

"Many times the schools just don't recognize the problem of these children. It's sort of what we call an invisible handicap. A child may be in fourth grade, reading at a third grade level, be in the seventh grade reading at the fourth grade level and the experts say that 20% of the children have these learning difficulties which may be very obvious or they may not be. For example, we read from left to right and he'd read directly opposite. Many of these children can't follow directions, they have trouble with symbols and concepts and they need alot of help and because the problem isn't obvious, the difficulty is greater and I think librarians have to be very patient and treat any child, every child, as an individual."

"I've gotten involved with children's literature and a variety of materials and of course, many of the stories are recorded now and you can get filmstrips on them, I think that if I had my druthers, I'd just have all sorts of things available and of course, that drives teachers up the wall because then there are decisions to make I think that is what teaching is all about. I think they not only have to be creative and come up with their own ideas but also they have to really know what their objectives are and then go into this immense selection of visual and auditory and of course the whole specturm of language presentation and answer how does this kid receive his information best?"

"Library materials need to be used by the children, they should take it home and use it to really exploit it. After all, some of these kids rush home in the afternoon and turn on channel 7 or one of the television programs, make fine adjustments on an $800 or $900 color television set, get it all set up, use hi fi records on the family stereo and things like that. They're quite a sophisticated group."

"We have to try to dig into their problems carefully and give them material that they can handle. We make them sign their name on a library card and if we see a child's having trouble don't make a big issue, they're little things. Especially in small branches where children come in, you can tell they're confused, and we need to have patience and understanding. We need to treat children like individuals and to suit the particular needs of these children give them special visits into a library - you can see how confusing a library must be to a child that has trouble with symbols or just reading, they have sequential problems and associative problems and alot of it can be very confusing. I see adults come in everyday and they can't find the card catalog!"

"Does it come in through his ears? Is that the way he seems to get it fast? Does it come in through his eyes? Is he really able to sit and read and vicariously experience the story? Which way does he learn best? Then select for him that particular media because each child learns to some degree differently so you need a wide wide spectrum of materials."

"My experience is in public library work and it's very difficult to tell that a child who comes in might need special help. This is why I stress patience and understanding, treating each one of them as an individual and trying to be sensitive enough to know that he just might have a problem. This is why it is important for us to realize that there are these children in the classroom and they're not getting the help that they need in most schools and they're often labeled unmotivated, lazy, "Oh, he'll outgrow it", "if he'd only work harder" and year after year they fall farther and farther behind."

"Teachers seem to be inspired on a very immediate basis, that means if they have a lot of things in their room, the immediacy of those things will cause them to utilize them, and you'll find them using tapes and pictures and films and goodness knows what all, if they're there but if they have to take the catalog and look something up or even go two floors up in the school to get it I think their tendency is not to use it, in my experience."

"See, that's your job now, to sell them on the idea that by employing the media they're going to be less tired at the end of the day, and I think that they would, I think with the proper planning and introduction to these things they would, for it's the constant pressure that just takes the salt out of you and it seems to me that this is the way to get the pressure off."

"Teachers have difficulty being open with anybody outside that classroom. There's kind of a domain there, this is my room and what goes on in there is mine and if you want to find out what goes on in here it concerns me, it makes me feel a little uncertain about whether all the things going on here would meet your approval and so I think that a librarian just like anybody else outside the classroom poses a threat to the teacher."

"I as a teacher say, how do you know all those things in all those books, how is it possible? So your work is mysterious! No wonder I feel a little bit threatened, but maybe if we did work together in training, I wouldn't feel so threatened by somebody who knows all those things about all those books and other things. Yeah, it's threatening, it is."

"There's an incredible delitante, they don't really know anything and yet they know enough to intimidate a lot of people!"

"It's a good point, we both have to drop our guard a little bit, quit sparring."

"You know, this getting together and training might contribute to that a great deal."

"It used to be that the rooms for exceptional children contained the outcasts of the rest of the school. Whenever nobody else could stand the kid he was put in a special room and who was put in there to teach him, the special teacher. Nobody else could stand all the outcasts in one room, but that really has been upgraded and really almost swung to the point where it has a glamorous effect."

"Most of the time when I take my children to the library I notice that the librarians don't seem very comfortable with them and I don't know how to make that better. I wish that they would be more comfortable with them and wouldn't seem quite so afraid of them. It may help them to remember that they're children just like any other children, and they have the same basic needs."

CHARACTERISTICS OF EXCEPTIONAL CHILDREN RELATED TO THEIR USE OF LIBRARIES

Maxine Mays

Libraries have come a long way in the past few decades. I remember back when I was a little girl... libraries then, as I remember them were large, tomb-like structures. They almost always had two large, formidable stone lions reclining on the front steps, who appropriately set the stage for what was inside. Inside, the libraries of long ago were deadly silent, and were lightly sprinkled with small, pinched and white faced ladies, who fluttered about like little birds, and always looked very busy. I was never able to approach one of those little ladies. The only communication I can remember having with one of them was once when I tripped and fell down and made an awful clatter. She raised her eyebrows and placed her finger to her lips and said with a hiss, SHHHHHHHHHHH! It was like a punctuation mark to the statement that children should be seen and not heard. This of course is in sharp contrast to the busy, colorful, attractive libraries that we have today...libraries that are liberally sprinkled with lovely, attractive, knowledgeable people who walk around smiling, speaking to people and being very helpful. Also the addition of such things as bookmobiles, story hours, special events, attractive bulletin boards and interest centers, reading rooms for the aged, poster and book report contests, and art exhibits have changed the image of libraries from one of drabness to one of colorful vitality.

Concern for, interest in, and the formulation of school programs for exceptional children has also made considerable progress since I was a child. I can remember talk about the village idiot -- dark, shrouded hints that the crippled child was a punishment for parents who had sinned -- and blind people standing on street corners with tin cups waiting for pennies. I cannot remember a special class for any exceptional child in the schools I attended. Now, of course, most school systems have made some effort to develop special class programs. There are hundreds of thousands of exceptional children who attend special classes. We have, in most states, legislation that mandates that special classes be provided for exceptional children. Certainly, exceptional children have profited from the interest and support of the Federal Government during the past few years.

Libraries have changed. Programs for exceptional children have developed. We could hardly say, however, that there has been a great deal of coordination between those of us who have been working for more and better programs for exceptional children and those of you who have been working for more and better libraries. It is highly possible that each of our groups, working independently and pretty much as separate entities have been so busy building buildings, fighting for bond issues, starting classes for children, making out budgets, training and re-training staffs that we have just been too busy to expend any efforts -- or to even envision what we might be doing to coordinate our work and define directions that might improve and expand services, specifically library services, for exceptional children. I'm not sure that we in Exceptional Education and you in Library Services in any complete and comprehensive way ever decided where it is we are really going in bringing library services to exceptional children. With this point, I am reminded of a story, which concerns my daughter, Terry, who was fifteen at the time this incident happened. I was teaching Terry to drive. Any of you who have had this experience know that it is a mistake to teach your children to drive your own automobile. It is the stuff that nervous breakdowns are made of. But nevertheless, I did it. We were out on a Sunday afternoon, she at the wheel, having a practice session in a shopping center parking lot. We had a stick-shift automobile at the time. Now, there are many things one must do in order to drive an automobile, especially a stick-shift automobile. One must insert the key, must clutch and brake at the same time, must learn to shift the gears, use the signal lights, figure out the right foot to use on each of those pedals, use them at the appropriate time, etc. All of these tedious procedures are very difficult; they are particularly difficult when one female is teaching another female to drive. So, Terry is doing all of these things, almost stripping gears, but not quite...she got the car moving. She was handling the wheel, using the signals, working the pedals fairly well. All of a sudden, I, who have a knot in my stomach like a baseball, look out the windshield. I see we are fast approaching, and are about to kit, braodside, a huge truck that is parked at one of the loading docks of a supermarket. I scream, "Terry! Stop! We are about to hit a truck! Why don't you look where you are going???????" Her answer to me was, as she screeched to a stop and again stripped the gears, "Oh, Mother. I am *too busy driving* to look where I'm going!"

And so it may be with us. Perhaps each of us has been so busy shifting gears that we have been too busy to look and see where we are going.

That's why I'm delighted with this institute. It says to me that we are now attempting to see where we are going and how to get there in regard to exceptional children and their use of library services.

The major purpose of a library, as I see it, is to add fuller dimension to the lives of people. Through the use of the many and varied books and materials of the library, many lives become more exciting and much richer. Libraries not only impart knowledge and information to people, but also provide a place and a means for them to pursue a wide variety of personal interests. A library is a place of enrichment; it is, for different people at different times educational, recreational, and social. Libraries should, of course, fulfill these purposes for all people, including exceptional children.

Exceptional children are, by definition, different from so-called average or normal people. They have different goals in life, different needs, different abilities. They are people who need special services and programs if they are to develop even a *minimum* of their potential -- to say nothing of maximum potential, or lives that are rich and full. Exceptional children represent, at a conservative estimate, at least 15% of our school population. It has been estimated that if we include the culturally deprived that we may be talking about almost one-third of our school population. And certainly, the culturally deprived are different enough from average children that they are noticeable. They are different enough that they have different needs, and different enough that they probably do not use libraries very often.

It has been largely the role of the schools to provide services for exceptional children. They have instituted special class programs, have expanded, and have attempted to provide the special services that these children need. All of the efforts of the schools have been directed toward maximizing individuals who have special needs. The schools, of course, have been only partially successful. Whatever they have done they have done it pretty much alone. There has been little involvement from other agencies and institutions in the community. This picture is changing, though the change has been painfully slow. There has been in recent years, interest and involvement from agencies such as Girl and Boy Scouts, YM and YWCA's, churches and religious organizations. Libraries, too have shown an interest, and have begun to provide improved services for exceptional children (but we've only just begun). I believe that libraries have the most to give to exceptional children, of all the community agencies and institutions. Libraries probably have the potential of becoming the second most important and powerful forces in changing and improving the lives of exceptional children -- second only to the schools. It may be, in fact, that librarians have the potential of becoming the most influential force in the lives of exceptional children, because they won't exclude them at age twenty-one. Exceptional children do grow into adults, and most of them remain in their home communities. If adequate library services have been available to them as children and they have found the library an important and usable place, there is no reason why they cannot continue to utilize library services throughout their lives. So it may be that libraries could be the force that adds the greatest dimension to the lives of exceptional people. Many adult handicapped people have lives that are unbelievably drab and uneventful. Yet this need not be so. I would like to present you with the challenge of becoming that important and powerful force in making a better world for exceptional children and adults.

If you are to meet this challenge, then obviously we must make some changes -- changes that will enable you to improve library services to exceptional children. If you choose not to meet this challenge, then we may well be neglecting and depriving from 15 to 30% of our population. You may also deprive yourselves of the opportunity to engage in some of the most exciting, challenging and rewarding work that you have ever known.

Let us now look at some of the characteristics of these children and the various ways that we might change to improve services to them. I have organized my remarks around each of several separate exceptionalities. As we examine the characterisitics of each of these groups of exceptional children, we will then talk about the implications that these characteristics have for change in library services. Basically, we will look at changes that might be possible in two separate but related areas:

1. The change in the content of the library; i.e. the things (books, materials, etc.) that are housed in the library

2. The changes in procedures that will facilitate the use of the materials by exceptional individuals

3. The changes in people that might be necessary and constructive in improving services...changes in personnel and the use of other resource people, in order to bring improved services to all handicapped people

There will be times, of course, as I talk about possible changes and modifications in regard to meeting the needs of one or another of the groups of exceptional children, that you will see that perhaps the modification could serve another handicap as well. I'm well aware of this over-lap, but have grouped the possible changes under the category of exceptionality where I believe they have the most implications. If and when any of the suggestions are implemented, of course, they should be used for any child who can profit from them, and should not be limited to a particular exceptionality.

Exceptional Children, broadly defined, are those children who deviate enough from normal children to cause them to require special services. Exceptional Children include the mentally retarded, the physically handicapped, the blind and visually handicapped, the deaf and hard of hearing, the gifted, the speech handicapped, the emotionally disturbed, and the culturally or socially deprived. I have not prepared a separate discussion of the emotionally disturbed nor the speech handicapped child, since it seems to me that most of their library service needs are pretty well covered in one or more of the other exceptionalities. I might mention, however, the area of bibliotherapy which has been successfully used with emotionally disturbed children. This, simply stated, is the use of books and stories which help disturbed children gain insights into their personalities and problems. The stories help them develop identity and coping behaviors. In regard to speech handicapped children, though they can usually avail themselves of most library services that all other children use, there is a possibility that a group of books about people who have handicaps of various kinds and who have learned how to cope with them, might help them better accept their problem. I'm reminded of the beautifully written book by Christy Brown, Down All the Days, written by a seriously handicapped person. An accomplishment like this by a handicapped person must surely be an inspiration to other handicapped people (and each of us as well). Perhaps similar stories written on an interest level of children could be utilized in helping children with speech problems understand and accept their handicap.

The first exceptionality that I'd like to discuss is the group we call mentally retarded. While it is true that there are some common characteristics that most mentally retarded people share, it is also true that they are not all like. They have individual needs and interests, and sometimes talents. They have the same emotional needs for acceptance, love, success as you and I do. They are often sensitive to needs of others. Perhaps the story of two young retarded children might illustrate. Billy and Elizabeth were two retarded youngsters who attended a special class.

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Billy absolutely adored Elizabeth, who had no arms. He wanted everything to be right for Elizabeth. He helped her with her coat, her chair...anything she needed. One morning during flag salute, the teacher happened to glance down at Billy and Elizabeth. There they stood, side by side, their eyes fastened on the flag. And there was Billy, straight and tall, with one of his hands over his heart, and the other hand over Elizabeth's heart. When the teacher turned his eyes back to the flag, they were moist; he was so touched at this beautiful display of sensitivity. (1) Mentally retarded people do, however, have some characteristics that restrict and limit their use of library services. First of all, by definition, they simply are not as bright as other people. Mental retardation occurs in varying degrees. Some people are only a bit retarded; others are a great deal more retarded. This group encompasses a range of people who have IQ's and learning rates of about 1/2 to 3/4 those of normal people. Some common characteristics of the retarded:

> Many mentally retarded people are almost totally non-readers. All of them are low-achievers in reading. Few retarded people read comfortably much beyond thrid or fourth grade level. They have great difficulty with abstract symbols and ideas, which is one of the reasons they don't read.
>
> Almost all mentally retarded people have difficulty adapting or adjusting to new and different situations. They function awkwardly, hesitantly, and ineffectively in unfamiliar surroundings.
>
> Most mentally retarded children have low motivation for learning, for developing and pursuing interests...in fact, without appropriate stimulation and guidance, they usually have low motivation for doing almost anything.
>
> Most mentally retarded children are so conditioned to failure that they expect to fail. They hardly expect to succeed at anything, much less new and different endeavors.
>
> Most mentally retarded children are easily frustrated. When confronted with problems or situations that they are not immediately confortable with, or immediately able to handle, they become frustrated, and usually give up.

How do these characteristics relate to library services? Well, imagine if you will, how it would be for a person who cannot read, who cannot understand abstractions, who is not motivated to begin with, and who has all of these other characteristics to walk into a library and attempt to use a card index to find abook that he can't read anyway! It is difficult for us to imagine how difficult this would be.

What changes might we make in the content of our libraries that would better serve the needs of these people? Well, we know that most of them can't read very well. Yet we know that they can profit and enjoy the

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the excitement and thrills of experiences of others just as you and I enjoy beauty and excitement through books. They can also learn important concepts from information that is supplied to them. They can have important and profitable enrichment activities through the manipulation of concrete objects and materials. How about:

... a library of pets, where children who can't read about animals can check out a parakeet or a squirrel for a week or a weekend?

...a series of taped stories, perhaps on cassettes, that are indexed by topic and mental level. These could be high interest but low vocabulary stories, and could be accompanied by colorful illustrations on cards or posters. Such tapes could open up a whole new world for retarded children, who now only hear the few stories that their parents have time to read them...or occasionally hear at school. Why couldn't a retarded child check out some cassettes and a cassette player to help him fill empty hours at home?

...combining similar tapes with filmstrips, viewmasters, or even ordinary story books? Remember, without the ability to read, much of the richness of viewing filmstrips, viewmasters, etc. is lost to the retarded. Such visuals and tapes could perhaps be used in a special room in any library?

...expanding collections of high interest, low vocabulary books available for the use of retarded children who come to the library?

.....a game library, including simple games, flashcards, and the like?

...a series of filmstrips, narrated by tape, on life adjustment problems that are encountered by almost all retarded people? Topics such as:
  making an introduction
  sex education
  how to change a tire
  how to set hair in current styles
  how to find your way home when lost
  how to set a table might be considered.

All of these and many more are problems to mentally retarded children. There are many such filmstrips already available. It would take very little tape to tape narrations for them to make them usable by retarded children, relatively independently.

...more records that could be listened to...rock, popular, folk... music that would help retarded children not only learn and develop an appreciation for various kinds of music, but which would also add a dimension or richness to their lives. Records could include stories or music...or even concepts. There are many such records already available

...how about a "Tella Book Night" for retarded? Such an event could be held at library, or perhaps at schools, YMCA's or other places in in the community. This could be done for different levels, but I see the greatest implications for the older retarded person. Popular and best selling books could be told to them in simpler vocabulary, perhaps leaving out some of the complex details. This could help make retarded people conversant with others about the latest books, and thus more socially competent.

...how about a dial-the-news service where retarded people could dial a simple number like our emergency number, 911, and hear major current events told in the simplest and most easily understood terms possible?

...check out "suitcase museums", accompanied with stories or information on cassettes or in pictures? An ant farm, a stuffed bird in his natural color and habitat, a squirrel...perhaps?

...or some instructional pictures accompanied by cassettes or tapes to be checked out or used in the library? Pictures accompanied by sound that asked questions or gave directions such as, which is bigger, point to the apple or dog or cat. We might even tie this sort of thing into a teaching machine where a light would come on, or some other indication would reinforce "right" answers.

...a dial an answer? If a retarded child needed to know how to buy a license for his dog, what bus to take to get from one place to another, etc. why couldn't he call a number and put his problem into a computer...a computer that could within a very short time give him his answer?

These are perhaps a few of the materials that could be included in the library for the informational, social and recreational purposes of the retarded. We are no longer limited by deficits in media...we are only limited by our imagination. Any material that could be made more concrete, more visual, more audial, that would teach or enrich the lives of the retarded could be included in our libraries. What changes could we make to help facilitate the use of all these materials for the mentally retarded. Perhaps these:

...how about a newsletter to all special class teachers of the retarded telling them of the addition of new materials and inviting them to bring their children to the libraries to get acquainted?

...a feature story in the newspaper about increased materials and facilities for the retarded?

...a special library card for children from special classes which have an innocous color code on it that would tell the librarian immediately that the person holding the card was retarded, and would need special help in finding materials, and would need special materials?

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> ...a series of taped "tell me what to do" stations in the library. Have you ever traveled through a state park or a museum where you stop at a place where there is a little button to push...when you push the button you hear a voice which tells you a variety of things. Why couldn't we have a station like this that tells retarded children the procedures for using the library? e.g. "You are now in the Erie County Library. There are many things here that you might like. If you want help from one of the ladies here, go to the big desk that has a picture of a tree hanging over it. She will help you. If you want to hear a story about animals, or see pictures of animals, go to the place where you will see a large picture of a horse. Punch the button that is there, and you will be told where to go and what to do"....and so on.....Such stations might be accompanied by pictures of parts of the library, automatically projected on a screen, so that the retarded person could see as well as hear the directions.
>
> ...how about a special index file for retarded children? Such a file could be color coded or picture coded. A drawer could have a picture of a boy playing baseball, indicating sports; or a kitten denoting animals. A child could go to this file, look through the cards, and select a card which illustrates a particular piece of material that interested him. He could take a card to a librarian, and the piece of material could be obtained for him. Or perhaps a catalog...like a Christmas catalog illustrating the various materials available.

I can hear you all saying..."Who is going to do all these creative things? I'm already overworked, and I don't have time to make tapes, paste pictures on index cards, etc." Bear with me. We will get to that point eventually.

Let us now turn our attention to the group of children who are physically handicapped. Physically handicapped children are a lot like other people. The major characteristics which affects the use of libraries of physically handicapped children is that they are not mobile. They can't get around. They may or may not have other handicaps...but their major problem is simply that they cannot get to services. Because of this problem, they are often inhibited, often have poor self concepts, and depending on their handicap, are not always happy people. Some excerpts from some daily spelling sentences written by a physically handicapped child provide insights into at least one physically handicapped child's personality. He was ten years old, with normal intelligence.

> My heel felt rather painful yesterday.
> My doctor is Doctor States.
> I am afraid of everything.
> I am never happy but always excited.
> The doctor wrote about my health. I would like to have a key to the unknown and I mean it.

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I always fail in school and please do not say I don't because I
mean everything I say.
My mother thinks that I am too heavy.
I told my mother why I feel heavy in heart, but I am not willing
to tell anyone else and I mean it except other adults.
It makes me very sad when people die especially if it is someone
that I really love and I love everybody and please please please
believe me. (2)

A story about a severely physically handicapped boy named Larry may help you gain further insights into the world of the physically handicapped. I watched, to my horror, Larry, with his clanking braces fall down a rather steep flight of stairs. I rushed to the bottom of the stairs. Larry was picking himself up, bloody and bruised. "Oh, Larry!" I cried, "I'm so sorry!" His answer to me was, "Oh, that's all right, Mrs. Mays, I was going down anyway." They don't come any tougher than Larry.

What modifications in content might we make for physically handicapped children?

...could we perhaps share the world of movement with them? The thrill of a home-run, the fun of skating or skiing and the abomination of falling flat on your face while having fun...which is different from falling on their face while trying to get from a chair to a wheelchair? Vivid action films records with illustrations might help do this.

...could we again, tape and video-tape or film stories of activity that they could enjoy sharing?

...how about a story hour that is video taped or televised to hospitals over educational TV? or perhaps a telephone hook-up that could bring a story to several children simultaneously. Since we know that most physically handicapped children will not be coming to libraries often; it seems that we must make every effort to take services to them.

...how about a dial a story? Why couldn't it be possible that a child dial a number and hear the story of the day?

...book mobiles should certainly make special visits to hospitals and schools and even homes for physically handicapped children.

In addition to the emphasis of movement and activity content, the content for physically handicapped children should include the content that all children are interested in. The means for bringing services to them must be that we become more mobile--either through media or through transportation.

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Certainly, the pets, games, and tapes should move to places where physically handicapped children are housed.

Deaf children, too, have some special needs that call for different and innovative library services. Obviously, the major handicap or characteristic of the deaf is that they cannot hear. They are usually mobile, they can often read, they often have the same interests as most other people. Since the world of music and sound is closed to them, the cassette, records, and tapes are of no use to them. The content of the library materials for the deaf children perhaps needs less modification than some of the other handicaps. They can enjoy all the wonders of the world that are written on the page. However, since they cannot hear, perhaps we should provide more vivid, colorful things that they can see, touch and feel. They should be bombarded with visuals that are multi-dimensional that might somehow give them a sensation similar to what we have when we hear a variety of sounds. Printed and pictoral instructions which show them where to go and how to use the library are essential in facilitating the use of the library for them...they should have the use of the slides or filmstrips, but such visuals for the deaf should be accompanied by written material which tells the story, concept, or information.

Blind and visually handicapped children, too, have special characteristics. The major characteristic of course, is that they cannot see, or that they see less well than others. In sharp contrast to the deaf child that we just talked about, we must try to vary the content of the library for these children by providing materials that will help bring the beauty of our sighted world to them. I don't mean that we must try to help them see, because they cannot. Most blind people that I know don't even want to see. What could we provide for them that would be enriching and facilitating for them?

...music - lots of it, in all varieties
...taped stories, vivid in description
...concrete things that they can feel and touch
...all the audial items that I have already mentioned - tapes, cassettes, etc.
...perhaps buddies who can bring them to the library
...better and more braille stories
...braille books accompanied by real objects
...better and more talking books
...dial a story, dial an answer

How might we facilitate their use of libraries? Perhaps we could have a day or evening when blind people are invited to an open house at the library, let them feel it, move around in it...get acquainted with every nook and cranny...so that they will feel comfortable when they come again; so that indeed they will really want to come again.

What could we do for the gifted child? How could we vary the content of library materials for them? Most gifted children read everything there is to read in the children's library, and then begin reading the adult books.

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Their reading ability is so high they are capable of this; though they are hardly mature enough for the material. Bright ten year olds really shouldn't be reading Love Story!

> ...why not have a media room where gifted children could make movies, tape stories, solve problems. They could pursue their own interests, or serve others...they could even tape stories for the other exceptional children we've been talking about! They could take pictures, mount photographs, transparencies, make slides, and other visuals, for the use of other children.
>
> ...they could, if they had the materials, work through series of difficult challenging problems (social, mathematical, personal, recreational). Thus broadening their scope and adding a constructive enriching dimension.
>
> ...they could, I'm sure, program materials for computers or telephone answers.
>
> ...challenge each other in a variety of ways. Chess tournaments, other games and various kinds of competitions...art, problem solving, science fairs might be provided for them. They might even be encouraged to make up new games for themselves or others.

They should certainly be provided with opportunities to work together, work for others, expand, and broaden their scope, on a level that is commensurate with their maturity. We don't need to worry about facilitating the use of the library for the gifted. We don't need ramps or color coded index files...If we just have materials available and let them know it, they will do the rest.

What about the disadvantaged or deprived child? What could we do that would make library services more credible and more available to them? Many of their characteristics are similar to the retarded...they are often poor readers, and often have low motivation for intellectual pursuits. Yet the variety of services that libraries could offer them, might be not only educational but enriching for them. I have a feeling that they don't use libraries too often...these children may be the most neglected group of exceptional children of all, not just by schools and libraries, but by society at large.

> ...How about a toy library for children who probably have few opportunities to play with exciting toys that other children have?
>
> ...the pet library, too, might be enriching for them, as well as the suitcase museums mentioned earlier.
>
> ...How about more stories and books that have credibility to them? I'm not sure that they are are really interested in our middle class stories like Nancy Drew mysteries and "The Smith's at the Beach".

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> It seems to me that they need more materials that deal with concepts and ideas that will be usable in the ghetto...materials that deal with gut level happenings which they understand.
>
> ...How about taking some of the classics of literature and translating them into their dialect? It may be that these children aren't interested in many stories that they might profit from simply because they don't understand the language.
>
> ...How about including more comic books and cartoon illustrated stories?
>
> ...How about letting ghetto kids tape stories...simply by telling about their experiences? Such tapes might be interesting not only to other disadvantaged children but to other children as well.

Getting disadvantaged children to use libraries may be a bit more difficult. Perhaps initially, we will have to use traveling libraries, and bring materials that they see as interesting and exciting to them. We might plan some special events at the library such as a story hour where food is served, or perhaps where special privileges or prizes are given for attendance. Such rewards should be something meaningful to them...nickels and dimes would perhaps be more meaningful than bookmarks. Being allowed to use a tape recorder or language master might be more exciting to them than a certificate.

Now to the problem of personnel. What could we do to accomplish some of the things I have been discussing? First of course, special class teachers and parents of exceptional children should get together with library people and help them know and understand what the childrens special needs are. Teachers and parents should bring retarded children to libraries and let librarians get acquainted with them. But let's face it. Librarians, teachers...even parents...cannot do all the work in preparing materials and modifying facilities that is needed if we are to really bring an adequate array of services to exceptional children. We waste vast amounts of human resources. There are many human resources available to us that we do not use. Let us enlist the help of other people...many other people who represent resources that are too often overlooked. We often look to high school and college students as a potential resource. This is as it should be, because they have interest, energy and often insight and dedication. They can conduct story hours, video-taped presentations on specific topics; they can tape things on cassettes, and they should. But there is another resource that we often overlook. Children. Bright and normal children can and would do so much for us if we just asked them. They, too, could tell stories on tape. They could make a picture coded index file (I knew a seventh grader who once did a project like this for a library. I knew two fifth graders who conducted weekly story and book telling times for retarded adolescents.) But, other youngsters of various ages could do so much more. We might for example:

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> ...Ask each normal or bright child who comes into our libraries to record his very favorite story. These recordings could become a part of our taped library for retarded or other handicapped children.
>
> ...institute a buddy system where we would pair an exceptional child with certain interests to a normal or bright child with similar interests. The bright child could read to the retarded one, or he could prepare materials for the handicapped one to use.
>
> ...institute a "grandparent-grandchild" system where we would pair one of our older citizens to a child who was retarded or had other special needs. The aged people around us often have too little purpose... far too few people need them...why not have thumbnail sketches on cards which describe the needs of a particular handicapped child? Older people could be encouraged to "adopt" a child at least in regard for his need to hear stories, to gain information, and to learn to use the media that may soon be available to him? I see this as a real possibility for enrichment of lives of two separate groups of people with great needs.
>
> ...We can also advertise for candidates and then train other groups of volunteers...bored housewives or husbands who want to get out of the house. Each of them has something to offer our exceptional children.

We need more mergers of more services in the communities...not only between libraries and schools, but also with stores, theatres, service agencies, governmental agencies, colleges and universities, zoos, community action and recreational agencies. The more mergers we can effect, the better services we can provide for exceptional children and indeed all children. I must say that your being here, and my being here is a lovely beginning toward improving and expanding services for exceptional children. I found it exciting to think of the possibilities that we have at our fingertips for expanding and improving such services. The remarks I've made today are really only a tiny beginning; the possibilities are unlimited. I'm excited about what we can do together to really make a world come alive for exceptional children. Let's light the fire under our imaginations; if we keep it going, we may light the world for about a third of our children...children who, up to this point, haven't really had their fair share, not from you... nor from me.

(1) As told by Mrs. Francis Hardy, teacher of trainable children; Assistant Professor, Campus School, State University College at Buffalo

(2) From the unpublished files of Elizabeth O'Shea, Associate Professor, Physical Handicap, State University College at Buffalo

HANDICAPPED CHILDREN AND LIBRARY MATERIALS

Clara Lucioli

It's good to be here in New York State and bring you greetings from Ohio, where we are equal, if not in library service, as least in the chill factor. If you were to ask me about the state of the art in Ohio right now I think I would tell you it's a bit like Mark Twain's unfinished story, someone asked him why he didn't finish the short story and Twain replied that he had his characters in such a fix that if anyone could get them out of it, he was welcome to finish the story. I think he called it the "Great Catastrophe" but if I could label Ohio's story at the moment I would say it's the "Great Opportunity". We had a library development program approved last year in the legislature and this year we are to get it funded.

New York State has been all through library development systems and we in Ohio are still green and also panting trying to keep up with New York and match it. Our library development plan is a bit different in that we are looking forward to area library service organizations, perhaps more regional in nature than the system concept. These are called for the alphabetical reasons, "alsos". To be funded for an "also" a library must join a group of other libraries in the region and to be funded those libraries grouped together in an "also" must put in their plan for development service to the handicapped. We feel that this marks a tremendous forward step for public libraries in Ohio and one that we have worked hard on for more years than I care to remember, I know that it's been a whole professional lifetime for me.

We've heard this morning from Mrs. Mays some marvelous ideas about what libraries can do and I'd like to talk to you this morning about the experiences of one library, the one that I'm most familiar with, Cleveland Public Library, and what we have tried to do with programs and materials.

As in all large urban centers, Cleveland seems quite wealthy in programs, facilities, and agencies for the handicapped. There are special schools and special classes, although in work with the visually handicapped more children are being integrated into normal classes. We also have rehabilitation centers like the Hemen Institute and the Rehabilitation Center for Vocational Training and we have special hospitals and foster homes. We have great programs in the large teaching hospitals with child care workers, play therapists, child guidance directors, and large staffs and we have, too, a home tutoring service provided by the Board of Education for home-bound children.

You would think, with all these programs, that the development, the education, the recreation of children and young people were amply provided for, but we've found that the library has a great role to play, as Mrs. Mays suggested, and that even with all these fine facilities children, young adults, and adults can fall between and sometimes not be touched, or amply touched by any of them, and this is where the library comes in to provide the necessary ingredients to fill these spaces between programs. We make sure that no one is forgotten, that there are opportunities for enrichment, for education, and recreation for all.

We have a new director of our library in looking at a recent issue of Wilson Library Bulletin which was almost entirely devoted to services to the handicapped, he said, "I wish you could get some articles in, have people heard about it?" and it was almost like saying "what have you done for us lately?" It seems as if much has been written, it seems as if library literature is full, and yet with this generation, the story must begin again and must begin with new enthusiam and new emphasis.

I have classes at Case Western Reserve Library School which now has the arrangement whereby one month of the school year students may listen and drop in and listen to lectures in many subjects, not for credit but because of interest, and I was pleased to see the number of students who came for the short month period for some lectures, discussions, and field work. The enthusiasm of the students at the end of it was heartwarming but they all came up with this question, "Where can we go to work in this field?" "What's happening to it? Is it generally an operation across the country?" And I can say that it certainly is a greater operation today than in the past twenty years that I've been working in the field and that this service is spreading and growing and the interest, which is evident here, is really tremendous.

We began in Cleveland of course, with the almost traditional service for that period in 1910 with work with visually handicapped or the blind. It's interesting to note; going back through history, that the materials we had then were in braille and moon type and a New York type which was an embossed alphabet. But the service started and the program developed not only because of the materials but because it began as a book club, and as a place for handicapped people to join together and to meet one another, to share experiences and ideas, and to generally communicate. I think that what started then is a general indication of the library's role today, for it may not be the institution or the agency to carry on a program, it may not have the resources or the special skills or training for all of these fields, but if these things are not there, if they don't exist in the community or if there's a lack of communication or knowledge about them, the library can start something, it can be the beginning point, and you may be surprised, but it's part of the history, that out of this "club" came the Cleveland Society for the Blind.

Quite recently we had another starting point, in a little different way; the Library of Congress is providing our Regional Library for the Blind with tapes, but certainly not in the quantity and not always in the subject content to satisfy the students and readers. So the library took the initiative for organizing a volunteer taping program and ran it for three years. At the end of that time it became a part of the Cleveland Sight Center, a part of their program using their funds and greater resources, financial resources, to carry on. But it was the library that gave it shape, that organized its first group of volunteers, worked out the training pattern, and continues to give information about people's needs and to benefit from the production of the tapes.

Sometimes the library is very fortunate, as we were in Cleveland, to have a special fund or a special gift. Such was the Judd Fund of 1941, which enabled the library to develop a service to the homebound. Here the library was able to work in very close cooperation with Boards of Education to get names of homebound children, and with other organizations, primarily Visiting Nurse Associations, to get referrals to young people and adults. That began the service to the homebound, a visiting program, taking books and library resources and materials into the homes of children and adults. I think in some ways the fact that Cleveland receives a generous annual grant held up the growth of this type of program throughout the country. Too many administrators looked at it and said "Oh, you're specially funded, you can afford it, you have the money, it's too expensive for us!"

You may be interested to know that foundations have been under fire for the way they manage their affairs, and have some problems with programs on a continuing basis and we are in the situation now that the Cleveland Foundation, who administers the Judd Fund, are looking at Judd Fund services and saying to us, "This is part of the established ongoing program of the Cleveland Public Library; it is part and parcel of your policy as you list service to the handicapped in your objectives and goals, so this fund now should be used for new programs and innovative programs. Service to the homebound is not innovative, it is part of your established traditional program, you support that and use the Judd Fund for new developments." This is part of the future of this particular service, that it's been grafted into the library program to such an extent that it is as a branch would be, as a bookmobile would be, as a subject department of reference services would be, an established part of the library program. It's a little hard to move away from the ease with which the funding comes in, but I think the prod was what we needed and I'm happy to see that other libraries are developing programs without the support of special grants and funds. I've always said, and those of you who've heard me before know, that it is the type of service that acquires funds more easily than any other service of the library and that gifts and additional resources come to it simply because it has great appeal for the public. It can be understood in terms of library outreach and that has one of the most worthwhile appeals we can offer to the public.

Besides these services to the blind and homebound, our programs extend to hospital libraries and on-the-floor service to children and adults in the hospital, bringing the resources of the library to their bedsides. We work very closely with people in pediatrics because we know that most children are going to return to the community, and if there is one link between the hospital and the community, it can be the library and familiar books, the ones that have been enjoyed in the hospital, are the ones that will be found in the nearest branch after the hospital stay. We've been enormously interested in a group of people called the Association of Child Care Workers in Hospitals and I think more librarians should join this group because they have much to tell us about the emotional life and the psychological needs of the handicapped who are hospitalized and institutionalized. This is a group of people with whom we should be working to gain knowledge, and also to make that bridge between the library and special skills that both need.

I brought today a copy of the Open Shelf which we prepared for parents of exceptional children last year. We're concerned not only with service to the children themselves but also to the parents. Here the public library has a tremendous job to do because again, in spite of skills, in spite of resources, in spite of the doctor's attention, the therapist's attention, the school's attention, parent's feel tremendously in need for support and information. They simply do not know where to go, what is available, what might be done, and particularly they're concerned with the future of a handicapped child. It's an inexhaustible pit, I'd say, of need, confusion, and ignorance, and it's one that the library has a definite responsibility to fill with information and direction.

I also brought along with me a copy of the new "Beacon", an English publication, and I want to read to you a couple of things that parents said about their experience with handicapped children and with services for handicapped children and it's rather a sad commentary about the way we inform people, even people who seem to be well qualified. Parents say, "they, (meaning the therapists, the doctors, the surrounding care people) can give you some idea of how to bring the child up as a baby;" "we were completely on our own;" "tell parents more how to bring up the child;" "we're not told enough anyway;" "at the time we didn't know that help was available, looking back, I think we had a very raw deal, to have somebody who knows about these things talk it over with you and tell you how to do the right thing;" "we want guidance as to what to expect, stage by stage, and how to look after the child;" "we didn't really receive any help." Now, I'm sure that there were great supports all along the way for many people, but always there are some who don't seem to get this support, at least in sufficient quantity. So our copy of the Open Shelf does more than most library lists; it not only lists the insight books and many of these are needed for parents, teachers, child care workers, and the general public, but it also lists the how-to books and the directories of special services that are available in the community and of course the films and audio visual aids that are there too, but I think that it's the directory part that offers the greatest resource for parents and gives them some idea of what the community has that they may have overlooked and where they can go for help.

The library has the responsibility to seek inexpensive materials and also materials that are a little bit hard to find because they're not always indexed, they're not always made known, certainly not to parents. I think of one of them, the Rehabilitation Gazette, which used to be

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called the Toomey j Gazette, and perhaps I know it best because it's published near Cleveland in Chagrin, Ohio, but the Rehabilitation Gazette is the work of one woman, Jeannie Laurie, and I think it in itself shows you what resource you might turn to in an interested person in your community. Mrs. Laurie started out first as a volunteer in a hospital in the days when polio was rampant and she had a chance to see the fate of quadraplegic patients and became interested enough to follow them from the hospitals to their own homes. Over the years that interest has grown until she now publishes a world wide periodical called the Rehabilitation Gazette which anyone may receive for a dollar a year. It comes out about four times a year now, and she's able to make a once a year compilation and puts in it everything that has been developed in the year for helping severely handicapped people. In the latest issue it describes programs going on in different parts of the country, one of them in your own Nassau County. But she herself has developed a mine of information not only about programs, facilities, opportunities but every single practical device for home care, for daily living, for comfort, convenience, and to add to the skills dimension of any patient, and again not only for quadraplegics but for other severely handicapped patients as well.

Our state institutions and our state departments of education publish very helpful guides. I know that Ohio's guide for the development of the young visually handicapped is a very practical, easily read, simply stated guide for parents of handicapped children, but very few of them ever see it or know about it unless it's brought to their attention by the library. Probably in materials we do best when we try to involve the parents and the children in library programs. We've tried it both ways, integrating the children into the same programs that are offered for other children and holding special programs for the handicapped. We tried, for instance, to include the blind children, the visually handicapped children, in the Annual Book Fair for Children in the Cleveland Public Library and found that it didn't work at all! It was much too exciting, much too noisy and too crowded and it was fine for the chidren who were not handicapped to see the materials for the blind, they were fascinated by braille, they loved to listen to talking books and tapes, they were intrigued by twin vision books and cassettes, but the blind children were simply overwhelmed and pushed around and didn't have the time they needed to examine the materials. So we instituted special book fairs, but ran them the same week using an author from the book fair to talk to the children and to help the program. This is a sample program of a book fair: a welcome, an introduction by the librarian from the Regional Library for the Blind, who is known by name to most of the visually handicapped children, either a talk, a brief speech or poem by a visually handicapped child about book week, some music, usually with a young blind student, playing, (we had a guitarist this time) then an author speaking to the children, and then a gift book for each child. Here we used community resources, volunteer braillists to braille either a short story or a chapter of a book for each child, and after that a tour of the library and the shelves are brailled so that the children can find their way to the shelves and to the braille books, they can touch and feel the whole shipping area, they can go to the elevator to find where the books are stacked and ready to be mailed, they can ask for books to take with them that day, and then using community resources, this time the Red Cross, the Red Cross always transports them to the Red Cross headquarters for lunch.

Everything in this program is brailled so the children can take part with their fingers as well as their ears. I thought you might be interested to hear the book fair poem from last November, written by a totally sightless child. He called it "The Wonderful World of Books"

> "They're good to read
> sometimes you can live better reading books
> sometimes you could get excited
> some books can tell you things you should do
> you can make friends in books
> some books are sad
> in some books people live happily ever after
> one book tells about George Washington
> may I help you find a book?"

We had great luck with the last author who spoke to the children, and he was helped because each child had his name, not only in print, but in braille on his arm. We made armbands for the children and armbands for the staff so the children could identify the staff and could identify one another and of course the author was helped because he could read the print and call on children by name. We had Edward Fenton, the author of Penny Candy and Big Yellow Balloon and we were able to have brailled for each child a copy of the Big Yellow Balloon. Of course, we didn't get the illustrations in but the braille text was there. Mr. Fenton was a marvelous speaker, very strong and involved the children. He didn't talk to them or lecture them but asked questions and discussed, of all things, "time", and he, in the discussion of time, led into his own childhood and children always like to here about the "old days" and "when I was a child" and he was able to make that live for them in a very real and thrilling way.

It was an exciting program. About seventeen children were there with their parents and with their brothers and sisters so it was a good sized audience, and I think that the fact that the children were kept aware of everything happening through their braille copies of the program, through their name plates, through location of materials, all brailled. You see in front of you the signs that were on tables of new books, and the signs illustrated so that mothers and fathers and brothers and sisters could understand what was on the table and then below, the brailled title of that particular collection of books. We made their book fair as close to the other book fair, as possible.

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We do not have, and I was intrigued and certainly inspired by Mrs. Mays' suggestions for the mentally retarded children, a centrally directed program for these children, though we do work with small groups of them in the branches. I think the best thing we have ever done for the mentally retarded was to make the library's facilities available for their annual programs. We do have a good music group and a drama group in Cleveland, they work quietly away throughout the year, but the high point of the year is to come to an auditorium, a library auditorium, not as handsome as this but about this size, to have a printed program with their names on it, and to perform before parents, friends, and the library public both their musical programs and their drama programs. It's our way of showing respect for achievement and as you know in all programs you begin first of all with that feeling of respect for the individual and for the group, that their contribution is worthwhile and that it's worth calling to the attention of the community. The community is invited to see what's going on, there is a larger view, there is publicity, there's communication with other people through these programs. I think it's very little but it's certainly something that every library could do and it takes relatively little time but it has a great impact and it's a goal toward which these groups and individuals work all year.

In hospitals the work is as I suggested before, using not only the materials that we used with all children but developing an attitude of permissiveness, using books in a far more expendable way. Losses are bound to be great and we must expect it. Use volunteers to make books that can be expended, not the hit or miss scrap books that are poured into hospitals and you hardly know what to do with them, but small scrap books that are purposeful, that deal with perhaps one animal or one subject with large bright pictures. Again, something for the child who is not yet ready or able to handle a hard cover book, or would lose it or perhaps destroy it but is his beginning toward the use of books in the library, and recognize too that each child may want to share something from the book cart that comes around.

Storyhours, are not always easy to achieve in hospitals, since the difficult times for children are evenings when visitors are gone, and Saturday and Sundays when their staffs are fewer. We do best in training volunteers who work with the children at these times. We have had training sessions for foster grandparents, we use foster grandmothers in one library situation in an institution for foster children, retarded children, and you do have to work carefully with foster grandparents so they catch the new image of the library and not the old one. We were very disheartened to get one group who was so busily keeping the books on the shelves and keeping them clean and snatching them back and making sure that they weren't overdue that we had to really almost replace the whole crew with grandparents who could see the point that the well-thumbed book, or the book that was under the mattress, or the book that was read to shreds, was evidence of real use and not the neat shelves. We have to work with our own staff attitudes and sensitivities, of course. Not too long ago I was talking with a young, fresh-from-library-school assistant who had a program, poetry group, I asked her about one child. I thought the child would be a natural one to be in the group, I just happened to know that one, she said well, probably, probably she's in the group and I said don't you know her name? "no." I said, "don't you find out the names?" "Well it really isn't necessary. They know my name and they know each others' names I just can't keep up with their names." It seems hard to believe that one could be that insensitive, and yet it does happen and the whole point of going from child to child and making that personal recognition by name had to be carefully explained to this assistant and I think that she saw the point afterward, but you'd think the situation itself would develop that instinct; however, it doesn't always so you have to make sure that it is mentioned or brought out.

We work hard to get insight, not only from our first sight experiences but in everything we read. I was impressed with a book we imported from England by Lucy Lunt, If You Make a Noise I Can't See. It is about a small home child care institution in England for multiply handicapped children and I think through the illustrations, the anecdotes and the attitudes expressed in that book any new comer in this field of working with the exceptional could gain great insight. It goes into both the emotional life and the actual capabilities of children in a way that is most vivid and I think that it stretches your imagination and stretches your concepts of what children can achieve. So in our materials we have, of course, the good library collections, the good children's rooms collections and those for workers with the handicapped. Some things we do not need to advertise, for example, the code-a-phone telephone service that the sight center has for children will put on the air for the children, or at least they can telephone for it, any news that we might have, any information about programs, suggestions about reading, and information on any new books that are coming along. For the physically handicapped children, there is a monthly newspaper, and again, this is a device started by the library and continued by the Society for Crippled Children with the help of the Junior League. Each month it is published by a different industry in Cleveland, that is they pay the cost of mimeographing the paper. This paper is called the Cheerful Earful and the Cheerful Earful goes out to every handicapped child in the community and to groups of them in hospitals and institutions and includes stories, poems, games, pen and pencil games, suggestions to parents, suggestions to children, and many of the children's own writings. It gives the children a wonderful outlet for their creative writing ability and also, to some extent, but not as much as we wish, some opportunity for them to draw and get their illustrations in the paper for other children to see.

This makes quite a bond between children who are handicapped and also is a good introduction to the librarian or any worker with children to begin with the Cheerful Earful , go through, play the games together, talk about the stories, and get answers to questions. So many of the children need to have this opportunity to respond to an interested person! We have noticed in our work in the out-patients department, how many children sit really quite apathetically and although they love to listen to stories, watch T.V. or work away with crayons and whatever is provided them for drawing, a verbal give and take is what they need. We ask how many balloons are on that page, or about colors, or get the story retold, anyway that can promote verbal expression from these children who sometimes sit very long hours waiting for treatment or examination. When we go into the homes we have to work hard to get this, because too often the parents will respond for them and will feel that they're being too slow or might be showing us that they're really not very bright or will embarrass the mother if they don't speak up right away. We try hard to make it an independent one-to-one time between the librarian and the child and invite mother out of the room or have a cup of coffee with her later so that the child has the undivided attention of one person who will illicit a response and have a real discussion with them. Children need practice in this; when you see the film Reaching Out you'll see a very bright boy, in fact, many of them who will speak up, but lots of children do not, and they sit there with a nod or a yes or no or squirm around and it takes visit after visit and sometimes two or three times before you get the openness that you're seeking and when it does come, it's a wonderful achievement.

If we need anything in materials today, and I think we've heard this already from Mrs. Mays, I think we need more audio material on cassettes. There are plenty of people who can do the taping for us, for example children's librarians with great storytelling skills. Sometimes it's expensive, of course, but I think that there is no doubt that we could get the funds to develop far more tape materials particularly on cassettes for little children - the folk tales, and stories and fairy tales - that's so much in the public domain that we don't have to worry about copyright but we do have to worry about good voices and the actual production of these cassettes under the best conditions. The children themselves are not looking for the greatest production, they're not critical of that, but there simply is not enough to go around, we exhaust the supply just as we exhaust the supply of large print materials for the child who has gone beyond the third grade reader. This is our field and we have to develop larger collections, seeking all the time for large type books and recorded books.

I brought along copies of the Open Shelf for you to have and a few things that I think will interest you that we have produced. We are especially interested right now in the Howe Press new publication in twin vision. I don't know if you have seen it, but most twin vision books are brailled on one side of the page with the ink print type on the other, or sometimes they're brailled on the same page. Howe Press has tried something new and this may open a whole new dimension for twin vision books, they have overlayed the print version of the book with a kind of a cellophane brailled page so that again, the book can be shared by parent, teacher, the sighted person, and the braille reader can read the braille version of the story on the cellophane page. In the little book, If You Make a Noise I Can't See, the writer asks why do blind children or visually handicapped children need to have books or postcards or pictures, what difference does it make to them. Well, many children have some vision and can recognize some colors, but besides that, there's far more interest and enthusiasm and it is unconsciously generated to the visually handicapped person by those who handle the pictures, there's something there to talk about, there's something to describe, and there's sort of a psychological vision that's achieved by the handicapped child when the picture is there as it would be for any normal child.

If you haven't seen the Howe Press book I think you'll be pleased to see it. We give book marks to visually handicapped children in braille, and we also have volunteers make them like this. Now, it's true that children can get strange concepts by touch, we had one little boy describe an automobile and we thought he would say something about the motor and the noise, or even sound out the way an automobile sounded but he thought for a minute when he was about to describe it and he said: "it's like a sofa." It was hard to make a connection, why was an automobile like a sofa, and then we realized that he always sat in the back seat and that's what it was to him, so sometimes when we hand children objects to touch and feel, like a rocking horse, it's not like a real horse and he can't really get a concept of a horse until he has been on the back of one, but you have to still give children textures, objects, shapes to touch and so the volunteers who make these bookmarks try to make them three dimensional and try to have something for the child to touch, but for the totally blind child some explanation has to be made that this is a symbol. It's meant to be as if we were trying to put it down on a piece of paper, it's meant to be a general shape and not sometimes, the object itself. Live material such as a live rabbit instead of a stuffed one or a hamster is wonderful but if you can't get them you have to try to get across to the child that this is to be somewhat the shape, or like it.

We have for all children and all people in the community the responsibility to bring to their attention the needs of handicapped people and to keep reminding them of the resources and of the capacities of handicapped people. A poll was taken recently among the average public and in that poll, I can't quite quote the figures, I think my mind blanked out when I saw the answers to the poll, "what would you do if you had a handicapped child born to your marriage?" I think that a very high percentage, near 50%, said institutionalize the child. The poll went on, I wish I had the exact citation, to show that the general public certainly lacked any idea of the value and place of a handicapped person in the world today. It was startling and rather horrifying, and it brought to light again how much we owe to handicapped people for what compassion there is and what we owe to them for humanizing us in this world today. We have to try to bring our materials to the handicapped and to bring the knowledge of services for the handicapped before the public in every way we can. In storyhours, in having the materials in the branches, in bringing the handicapped child into a group, in explaining services to the handicapped to children and adults and by saying as we have in our Open Shelf "your library cares about the exceptional child and we hope all people will care for the exceptional child."

A little blind boy and his classroom had a talk from the librarian about guide dogs and he illustrated not only everything that came out in the story, but also his ideas about what they could do for a blind person. We have to use appeals of this kind to bring to the average person, the well person, the whole person, and to the whole world, that world within the world, the world of the minority, the world of the handicapped, and we have to make that world known and shared far more than we have done up to this point.
Thank you.

School Libraries - Programmed to Meet the Needs of the Handicapped: Panel Discussion

"Good afternoon, ladies and gentlemen, I am Mrs. Richardson. I feel at this point I should say will the real Frank Stevens please stand up, since we are all impersonators of Mr. Stevens this afternoon because we have providentially been elected to be in in his place today. Our preparation is rather brief and is based on our experience rather than the number of hours that we have been able to put into it on our own and so over luncheon we have determined what our approach will be this afternoon.

I'd like to introduce to you the members of the panel who are Mr. Frank Stevens in absentia to my left; at the extreme left is Miss Jane Murphy of School 76 in Buffalo and to my near left, Mrs. Alice Sprickman who works in the Resource Center of the State University of New York at Buffalo with handicapped children and paraprofessionals who are trained to work with these people; on my very far right is a person you probably know very well, Mrs. Jean Porter of the BOCES center in Medina and coming a little closer, Mrs. Carol Kearney who is coordinator of library services in the West Seneca Schools and at my very right, Mrs. Linda Cook who is in the Campus School at State University of New York and does work with special education among the children in the school.

This afternoon we would like to talk to you about the way we have individually worked with handicapped children or, as we agreed because I told them to we will interchange the word "handicapped" with "exceptional" this afternoon since it might be interpreted one way or the other, and we will illustrate how our schools are coping with this particular problem or how our particular field of specialty is coping with the problem. Providentially, the very moment Mrs. Bobinski called me I had just been discussing which will probably be our first direct library experience in working with the mentally retarded child because we will be installing an elementary school media center next year in one of our schools which will have 68 children who are mentally retarded or on the border line of mental retardation and this will be our first large experience in provided library service for this group. However, mental retardation is only one facet of the handicapped child - we deal with those who are physically handicapped, those who have reading difficulties, those who have sight difficulties, and those who have hearing difficulties. The theory today is rather than syphoning off these exceptional children that as far as possible in the public school system we embrace them with their handicaps and make them as far as possible part of the mainstream of education rather than making them exceptional children, trying to make them what they so badly need and most strongly desire and that's to be as normal as the other children. To assist us in this work we're very fortunate in our own district not to need to rely only on our own resourcefulness but we have many specialists who have made this the intent of their own studies - we have psychologists who can help us identify and work with children who have mental problems or emotional problems, we have school doctors, who can help us with the children who are physically handicapped, and a sight saving specialist who is nationally known and by rights should have joined us here because she has worked with children who have been blind and who are partially sighted for many years, and who, in her own right, has authored many books that have assisted many people who are working in this field. This person is Mrs. Lorraine Galsdorfer, with whom I'm sure you're familiar. Then we have the teachers who are devoted to working in special education where the enormous amount of patience called upon to produce results is evident not only in their studies but in the way they work with the children individually. These are the people on whom, in establishing this library, I will be relying on very heavily to make sure that we put in the materials that will not only be most accessible to the children but that will serve to implement their program in the best way.

At this time in the history of school libraries we are very fortunate that we do not have to rely solely on the printed word for information. We're lucky that in giving information we now have at our finger tips the technology that permits us to show pictures that help to instruct or to have tapes that can be amplified, to help those who are hard of hearing. We have study carrels where people can be shielded to concentrate on whatever special information they are using. We're very fortunate in the field of children's literature that many of the books that have been favorites for so long have been filmed and been put on filmstrips and cassettes so that these special children can share in the enjoyment and pleasure of seeing and hearing just as the ordinary child has for many years looked at the picture and read the story under their own power and own steam. In the district surrounding us we have special areas where these programs have been in effect for some time. We're just entering the field ourselves and along with drawing heavily on the efforts of the people who are in our own system this will be an opportunity for me to hear what is going on in the surrounding countryside and to also rely on the experience of the people here today, so I'm going to ask our panel to share with us now some of the things that they're doing on an individual basis and at the end I'll try to sum up what each of us has put forth today and if you have any questions we'll try to answer what might possibly pertain to us and the backgrounds that we might have.

I'm going to start with Jean because she has a large center in Medina and I know that they've been very fortunate in working with federal programs that have given them some assistance in gathering enormous quantities of information and she also has a very fine school system that has recognized these special problems for many years, Mrs. Porter, will you start us off...

Well, first of all I'd like to inform all of you that I'm no longer in Medina. Those of you who have known me very long are up on the fact that we have moved the center in and out of Medina eight times in the last nine years and we are now in Niagara County in the thriving community of Cambria, whose post office is Sanborn, New York and I don't want any of you to forget that because it is worth remembering. We now reside on Saunders Settlement Road which is just a little bit longer to say than the Salt Works Road where we were in Medina!

But, all joking aside, we do have a two county program and our special education emphasis is only part of our program. Our communications center concept is toward a unified program and has been such for quite some time. We have a multi-faceted effort that goes into a very large collection of 16mm films, other audiovisual materials, plus a supplementary professional and reference collection, part of which has been purchased specifically for the parents and teachers of the handicapped children in our program. We do have the kinds of materials that were mentioned this morning, games and other manipulative materials, and we have a special emphasis on occupational education materials because this is a part of our BOCES program. We have gotten into rotating collections for the children themselves and I think we're doing some rather exciting new things, generally speaking. As far as our special education program is concerned, this BOCES has expanded from one to two counties and 12,000 to 42,000 students in about two and one half years and we have gone from 6 to 36 special education classes, however, we do not have any more administrative personnel for 36 classes than we had for 6 which I might just mention indirectly. We have classes for the mentally retarded educable and trainable, we have classes for the learning disabled, we have classes for the emotionally disturbed, but we do not have any classes specifically for the physically handicapped, although we do have materials and we do have referral systems for this group of children.

In connection with our materials services, we have a daily delivery and pick up of all the schools and we think that it's quite helpful for our own special education program that we hold all of their faculty meetings in our center. We have an 1100 square mile area to cover and if they're going to travel we feel that we're fairly central and this is an excellent place for them to gather. It gives us an opportunity automatically to be part of the program. There are three meetings a month, regularly scheduled, and we demonstrate or point out new materials, and distribute various and sundry lists of whatever we may wish to interpolate in the program at any time. I'd say we have a very good working relationship in special education. We have been established as an Associate Center in the Special Education Instructional Materials Network for the state and we found that has been most helpful, not only with our special education program but with some of the problem areas in the regular schools to have an interchange of materials when there's not too much demand on them by special education teachers. For example, the materials on behavioral objectives have been quite useful in a very wide spread fashion. We also provide preview services for all kinds of new materials and I have found a great change in the attitude of the distributors on a quite practical basis in the last couple of years. Those of you who know me well know that I'm not terribly reluctant to ask for materials to be on hand for preview, nor, until a few years ago were the distributors reluctant to tell me "no" that we couldn't have them. I find that this has changed much for the better on our part today, and of course, when you have someone come in without an appointment from the sales force and say to you 'that's a lovely display of our competitor's materials you have,' you know before they walk out that you'll have some of theirs very shortly! It does give us an excellent opportunity to do some very very important on-sight evaluation, particularly as we get into more and more materials in the controversial areas of drug abuse and sex education and of course in the BOCES program where we have thirteen or fourteen schools, we have thirteen or fourteen or more philosophies regarding the handling of these materials, therefore, the preview materials become more and more important.

We have in our plans for the future made provision for at least three mobile units. I call them mobile units rather than book mobiles because we plan to put all kinds of materials in them and again, those of you who have known me over the years will understand what I mean when I say the only thing that is stopping us from putting one on the road is money!

Now, as we did decide to talk about all exceptional children, we have a new program this year whereby the gifted children come in small groups to the center to use the materials we have there and we're finding that they are making good use of them and that this is another place where they can find more than they have in their own individual school buildings. We have a very flexible open program of meetings, parent groups, not only parents of handicapped children but regular meetings of PTA's, etc., you name it, and we usually end up with a meeting on one kind or another from a given group more than once a year. We're finding a very definite role as a catalyst whether or not we're directly involved with the program. Part of our service, for example, involves the maintenance and repair of equipment which saves money to be put into materials. This service is very popular with the schools and if I had the time I could give you some examples of the tremendous amounts of money that are saved by our having this part of our department, and since we will send out equipment there is no interruption in the educational program for the children. These children are way ahead of us, they've been brought up with their own cassette recorders, tape recorders, tape decks, their lear jets for their cars if they're older youngsters, and to attempt to work with these children any longer with a black or a green board and a piece of chalk and a textbook, they just aren't with that at all, but we have many sub-media centers right in the school and I'm delighted to be in an area where this kind of program has developed as rapidly as it has.

The other thing that is new that we're doing this year is to be participating in a truly unstructured group of all community service organizations in Niagara and Orleans counties and we've found that partly because of the unstructured group and partly because of the nature of the organization that this has been a great help in corollating our efforts and sharing not only the resources which vary but also the expertise involved with such organizations.

We give a great many orientation and other kinds of programs not only at the center but also in the schools or at other community agencies and we have some student workers at the present time and we have plans for more of them, some of whom will be working with us under vocational-industrial cooperative program and some who will be from the handicapped group of children.

At the present time we have two groups of student workers but I want you to remember that we just moved into this facility in November and much of our time has been spent getting A back with A and Z back with Z and all the other letters in between as we reorganize our extensive collection of materials.

We would also like to have classes training in the use of technical aids with a view towards further differentiated staffing in the schools and further student-help training programs in our own program and do such things as actual class programs for credit with these children in the area of actual preparation that would be curriculum related and teacher developed. We all know that many times teachers wish they were a bit more creative than they feel that they are. I put it that way because sometimes I think that they're more so than they're willing to admit.

We also have wanted to develop for a long time audio-tapes to go along with textbooks. I said that we couldn't depend solely on texts and I don't think we're going to get rid of them in a hurry either but I would like to see audio tapes prepared so that the language would be such, that a reluctant or "slow reader" would be motivated to learn. A reluctant reader who's having trouble at the 10th grade level in social studies, well, this youngster is usually given the same textbook by the teacher anyway, and he doesn't do any better in 10th grade social studies than he did in 9th grade because he can't read the book, so we would like to put it on tape for him with a modification of language if needs be, it depends on the textbook, and have that available for him to listen to because almost without exception these children do understand the spoken word. In addition to the slow reader, this has many implications for being useful to the handicapped child, depending on the handicap, or particularly learning disability. Our complaint is the same as it is in many cases, that we don't have enough staff or enough time to do all the things we would like to, but we feel we have a comprehensive program and it has been a delight to watch it work so well with so many materials able to be shared by children with different kinds of problems.

Moderator: Jean, when you make your selection of materials is this solely your decision or do you have a committee or something of teachers with whom you work, guiding you on materials that would best implement the program?

We have various committees, but our main superstructure is an advisory council of administrators. This council is representative of all kinds of administrative levels from the chief school officer to the building principal, from the elementary programs to the high school programs. All are represented on this council so we have the points of view from the different schools and of course, we go from a city the size of North Tonawanda to a rural district that may have 1200-1400 students so we get many points of view that way. On a general basis then, we go to sub-committees of curriculum groups and occasionally, depending on what kind of work we're doing, we will go to cross disciplinary groups, but no, we don't make those decisions alone, it's a group decision. In the first place, with a BOCES group the money isn't ours, we don't have any money of our own, it all comes from the schools on the basis of not only gaps in areas in the curriculum and the need to fill those but what is pertinent at the moment for the schools that we are working with and the children in the programs.

Moderator: So it reflects what you're doing at the moment in each school, in any school district?

Oh yes, it works very well. Again, the biggest complaint that we all have, not just me, is that we don't have enough money to get all the things we'd like to get as quickly as we'd like to get them.

Moderator: Thank you Jean. Let's go to another situation and this will be an area of very special instruction, since Mrs. Alice Sprickman is working and training her professionals to work with the retarded and there is a link between her program and the West Seneca school district so I think perhaps we'll have her describe what she's doing first and then I'll ask Mrs. Kearney to describe what she would be doing as a recipient of these services.

Alice Sprickman

First of all, I work at the Instructional Materials Center at State Teachers College at Buffalo, which as you know is a library of resource materials primarily available to teachers, student teachers, and teachers in training. Our particular center has housed the Computer Based Resource Units which are teaching units for retrieval for specific pupils or groups of pupils by teachers or those people working with the children. The units available especially developed for exceptional education are such things as movement behavior, movigenics, speaking and listening, going to and from school, and probably by the end of this month a unit based on the test results of the ITPA. I haven't been working with the West Seneca School project, but based on the results of this project plus some experience I've had working with paraprofessionals in their programs we're developing a philosophy of working with non-professionals who are closely connected with the children. In fact, the children spend more hours of the day with non-professionals in a residential setting such as West Seneca than they do with teachers or professional therapists and most of the non-professionals stay on a job with children like this because they have an ability to empathize with this kind of child and a desire to contribute something to their well being. Martha Brown is the staff member working with the West Seneca people, so I'll say what she has said, that working with them has been a very rewarding experience for her. Based on her experience and on experience I had last year with aides who were working with learning disability children in Williamsville we're now starting this week to work towards specific objectives with aides and teachers of the Cerebral Palsy Association on LeRoy Street here in Buffalo. I'll describe briefly what we are doing. First, we met with the aides and the teachers together and they talked about their children. We had observed their children in class and presented to them twenty-one behavioral objectives from the movigenics unit which were pertinent to the children they were working with and we said you choose one child you work with now, and choose for that child one objective from this first group of twenty-one. Now, we have narrowed down the number of children we will initially deal with and we have narrowed down the number of different behaviors that we will be working with because there are going to be fifteen different people working with fifteen different children under this structure. Then we enter the objectives and child data into the computer and retrieve for them a group of activities that will vary from five or six to fifteen possible activities which can be used to further that objective with the child they are working with and then we'll say okay, for one week choose one activity, the one you think is best and we'll help you make this decision while we're here with you and then we'll design kind of a schedule that you will use with your children and you will use this one activity or variations of this one activity every day for a week and we'll help you keep track, we'll help you keep records, we'll take video tapes so that you can actually sit down and see the difference in performance of your child from the initial starting date until the period closes (that is, when you move on to another activity or another objective). This is essentailly the format that Martha followed at the West Seneca School and the children that her aides had been working with were just laying there, they really had nothing to do, and the aides who were with them constantly had a great deal of desire to help but no technical know-how on what to do and those kiddies now are playing ball with one another! They line up and follow instructions and directions, and are motivated to do all kinds of things and are interested in their surroundings. It's just fantastic the kinds of things that these severely handicapped children are doing, and the aides are beginning to feed more and more of their own ideas into working with the kids because they're seeing rewards from the kind of things they had been doing. What we're actually saying to them is we're aware of your concerns and we know you can do things if you just get a little structure from us on what needs to be done and how you can start doing it. This is the sort of thing that we are going to be doing at the Cerebral Palsy Clinic and that we have done in the past and that we'd like to see more and more of going on because there are many, many people who are invloved with children who can do very helpful and very rewarding things both for the child and themselves with the little bit of introduction and structure from people like ourselves who don't have time to work with the children directly but can show them a way to go.

Moderator: Mrs. Sprickman, what kind of materials do you provide for these children? Do they relate to individuals using them or groups using them or is there a combination?

I would say a combination. At the Cerebral Palsy Clinic it's going to have to be individual because each class is composed of from six to twelve children all with very unique problems. They are groups primarily on the age range at which they're able to perform. For instance, there is one group of twelve to fourteen children who function below one year of age so they are grouped together but each individual's ability to perform within that group varies quite a bit. One may have control only of his eyes, another may have control of his arms, some children are mobile to a limited extent, some are not mobile at all. So the range of problems varies considerably. At the West Seneca School the more advanced group, which is going into formal education next September, does work as a group so that you have an aide taking them for group exercises and group activities part of the time.

and a teacher taking one or two children out for more formal work at other times.

Moderator: Are many of these materials cards, filmstrips, things of this sort that you're using with them, which are especially designed for this kind of work? I know there is a whole range of materials that you can purchase that relate only to the mentally handicapped child.

Yes, that's true, they have actually borrowed very few of our materials and I guess part of the pleasure is improvising, and making or creating for a specific child the kind of materials that you'd like to see him working with. I think that is a part of the pleasure that the paraprofessionals have gotten from it, creating something themselves to meet the need.

Moderator: Would there be any real good use of a central situation such as a materials center in a facility such as West Seneca?

Oh yes, very definitely. Both in terms of the wards where they need relatively sturdy equipment and in terms of the classes that are functioning at primary level where they would like some structured teaching materials.

Moderator: There has been no provision there except on an individual basis up till now, though?

That's correct. I think they're exploring the possibilities, but up to this point there has been none.

Moderator: What would your future expectations for these children be? Do you just train them up to a certain level and this is the limit to what can be done or do you have further goals?

Well, that's a hard question to answer since you don't really know the potential of a child until you start working with him. First of all, certainly some children will always be institutionalized but if they can function in terms of some self-help or some self-care, if they could just follow instructions and are vitalized enough to care to get up, I think this is a big step. Other children can surprise you when you discover that there was more potential there than anybody ever realized - potential to perhaps be trained for really useful jobs, perhaps even to be trained to leave the institution.

Moderator: Then the same educational objective holds true for these children, to educate them to their fullest potential?

Yes, very defintely.

Moderator: I'm going to Mrs. Kearney now and she's advised me that although their school district is West Seneca, the West Seneca State School is not connected with the public school system. I'd like Mrs. Carney to describe how her District is currently working with the handicapped child.

Mrs. Kearney

I've wondered why I was asked to be here today and I find that I've been claimed to a name.that there was some thought that I had something to do with the West Seneca State School and we do not servé them. I would like to tell you what we do for the children in our district even though we do not have any classes of our own, they're BOCES classes composed of learning disabilities and the mentally retarded children. The mentally retarded children come to our libraries as the normal child comes to the library at six or seven years of age and if the child is determined to have a problem he is put into one of the classes and functions within that framework. Our children go to school in those classes if they would like to until age twenty-one. I'm going to describe our senior high first because it seems to have the least to do with the library than any of the groups. By age sixteen the children are in a program of going out and working for part of the day and they're in school the other part of the day and I'm told that there's very little time for them to make use of any of the facilities in the school such as the library. If they are making use of any library, they're making use of the public library but I have been told by our public library systems that there are very few handicapped children making use of those facilities.

At junior high level and elementary level one of the objectives of our special education program is to prepare the child to go out into life so that much of what they're doing are things like reading newspapers and magazines, something that they are also going to be picking up at home. Our elementary program is probably the strongest program for our exceptional children. The children in the special classes go with a regular class their own age then they go to physical education and the library. Our library programs at most of the elementary schools are flexible so teachers are signing up to bring their classes to the library and the teachers of the exceptional classes also sign up to bring their children in. In most cases, in fact I'll say in all cases, our librarians are not trained to handle exceptional children, so we, like anyone else, look to those people who are qualified and can help us help the children best. We go to the teacher first of all and to the psychologist and to any one else that's handy and just recently the BOCES in our area has been having inservice programs for our special teachers our music, physical education, art teachers and librarians. This program has been going on since before Christmas and the people who are handling these programs are helping the special area teachers with ideas on how to handle the children once they get to our areas. Some specific suggestions which we have found very helpful include the following: that most exceptional children don't want to be labeled "exceptional"; when they come to the library and are not able to read the books that they would like to read they do not want to leave the library with a book that might be labeled as a "baby book" so a project was suggested to make book jackets. The children aren't ashamed of taking an easier book because when they have the book open the other children aren't seeing that it's an immature book for them. Another thing is that all of our libraries have media collections and although some children in exceptional classes are not going to be able to come in and read filmstrips, etc. Weston Woods and

and other companies have produced filmstrip and record combinations which have been successful for these students' use. For example, a child twelve years old views a Weston Woods filmstrip and listens to the record on "Cinderella". Now, that is not something that most twelve year olds would want to listen to, nor would an exceptional child that's twelve years old want anyone else to think he was listening to it, but we have been advised by BOCES people and the special teachers in our system that through this kind of approach when they're babysitters, etc. they will be able to tell the story to children. Now, I'm not saying this works each time but this does help the student not to feel that he is doing something that is beneath him. An activity that we have not tried yet, but which has been suggested to us is that a group of students coming in that are in the mentally handicapped group could make scrapbooks with a purpose. The child might make a scrapbook of pictures that he cut out of magazines that have to do with smells that he liked, or automobiles or other things he's interested in, and if you're looking for ideas for what techniques to use with children like these that sounds like a very good suggestion to me. Getting into the READERS DIGEST is something else that our classes are trying to do. These are the limits of our program now. Do you have any questions?

Moderator: Have you done anything with talking book tapes with children who have learning disabilities and are not reading up to grade level so that they can listen even though they are not able to read?

Random House has a Sights and Sounds program out that has a record and a book that goes along with it, but it's quite costly. Scholastic also has a program like this in paperback, but it is also costly and instead many of our librarians have been buying multiple copies of books and recording them the way Random House and Scholastic does, in a sense programming them, not to any great extent but in a very simplified way, and then the special teachers are taking these back to their classroom listening centers and the children use them there.

Moderator: We found that the Random House series is very good in operation and we were delighted to discover when we went to our shelves that many titles in the program we already had because the program is based on regular children's literature collection so we bought only the cassettes to go with them. You're not compelled to buy the whole program so this brought down the cost considerably. Thank you, Mrs. Kearney.

Moderator: Mrs. Cook, you are also a member of the State University College at Buffalo and you're working in the campus school with children with learning disabilities. Will you tell us what the program over there is, please.

Mrs. Cook

I think I'll divide my three minute talk into two parts, one to tell you what I'm doing and one perhaps to put in a pitch for some recommendations for things you might think about. I base my talk on two suppositions, that I work with children with learning problems as a resource teacher and that I don't need to go into great detail to tell you what a child with problems is because you see them everyday in your schools. They're either sitting in a special class or in a regular class and they're the kind of child who comes to the library and does one of two things; either hits the door screaming or crawls into the corner and you couldn't get him interested in anything! I work with both of those types of children and I think most of you do, too.

The program I'm involved in takes children of normal intelligence out of regular class for one period a day or a series of periods a day and attempts to remediate to this child's learning and behavioral difficulties and place him back in with the class at the grade level and the age level at which he can function best, so my purpose in doing anything with my children is to get them back into the normal stream as quickly as possible. I think as librarians you can help me and people like myself to do this much more quickly than we've been able to do in the past, which brings me to the second part of my talk.

No one yet has really mentioned what I find most important in a librarian, although it's been hinted at. I find that the librarians' attitude towards my children and the librarians' perception of him or herself in relation to special children is the most crucial factor in working with my children, so maybe I'll just ask you to think about what your perception is of yourself in terms of how you feel about working with special children, and once you find where you're at in relationship to that then perhaps when you go back to your own library you could 1) be available 2) have in ready access all the things that you think might help children, not just special children but just plain children, have them in reach, have them easily identified, have them in a display, or a shelf or a box or whatever you have available so that the children can easily get to them and use them, have a wide variety of materials because any child with any problem is going to need a lot of different kinds of things, books, filmstrips, tapes, pictures, stories, and whatever else you can think of that's available. Then perhaps the thing that I wish I might have had most was a librarian who came to me and said, I work with your children every week once or twice a week and I'd like to get to know your children better, may I come in and see your children and get to know your children so that we can have a successful experience each time your children come to the library. A last point - please, especially with children who have problems, decide in your own mind the feelings that you have about your library and impart those feelings simply and concisely to the children who come there.

Moderator: I think you mentioned the resource that we most infrequently mention and that's ourselves and that's the most important one of all!

That's a crucial factor in working with these children.

Moderator: Correct, and here's a lady who does work with these children as a librarian and I think you'll be pleased with what she's doing at School 76. Miss Murphy of Buffalo.

Miss Murphy

My school media center at 76 is more like a community center, we do just about everything there from having pets to cooking breakfast occasionally, depending on what the needs are that day, and I couldn't help but think when I stepped in here that I would be speaking primarily about my relationships with children who are mentally retarded, but in reality we have many children with special learning problems and they do spend a good deal of time with me as individuals and as members of groups. There are so many things that we do with them it's hard to know where to begin! My first experience with children who are mentally retarded was kind of frightening for me for it was the first group I ever handled in a school situation. I was terrified and I thought, this is it, I'm finished, and to add to the agony my supervisor walked in. Well, someone once said something or I read someplace, and I think someone mentioned this this morning, that these retarded children sense the needs of people and it's true. I don't know whether it was the agony in my eyes or the way my hands were shaking but they just hung right in, and I was in, I really made it. I don't know whether the story was that great but they listened and they pretended to enjoy it and then to my surprise they did enjoy it so that was my beginning and I felt so warmly towards these children because they'd saved my life, or my career anyway, that I kind of gravitated to them. First of all, I had expected a much different reaction than I got, so I had to go up during my supposedly free period and sit in class for a while to get to know some of the children, and little by little they were coming down to help me. It was a place for them to cool off sometimes, sometimes to have a good cry or sometimes just to share something very exciting that happened to them and before you know it I really got hung up on these kids and I got to know them real well. Then it was out to lunch with the teacher because I just had to find out what her trick was, she was just marvelous, brand new teacher, first year, great spirit, great love for children, well, now what do we do with them.

I learned a great deal from them, we used books for instance, so I had to read and find out what could I possibly read to these children. I didn't read, I told, and they told me. Sometimes it was a question of showing a filmstrip and stopping the record before the end and saying all right, what do you think happened, how would you finish this off and then you found out about some of their problems that way and they got a chance to talk about themselves under the mask of being the character in the story. Sometimes it's a hand puppet for the child who's terribly afraid. They're never afraid of a hand puppet, it's just not a human being even though I'm sitting right there moving the puppet.

We have many problems in preparing programs for mentally retarded children after the first year there because the second year or the third year the child's in this same class he's at a much different level so you must get to know these children, you must find out what their records are, what level they're reading at if they're reading at all, what they like, and what their special problems are. They'll tell you about problems and if they don't someone else in the class will, because they care enough to find out about each other, very much so. If one comes in sulking the kid next to him will say 'this kid's got a problem and I'll tell you all about it'. That's when we use individual AV instruction. Sometimes it's a problem in sex education or grooming so we'll plug them in to something themselves and then have a private discussion with them later.

We've included these special children in our media program and of course, they come on a regular basis to my media center for the regular class time as well as just dropping in. Everyone just drops into my media center and you just never know who you're going to find there. They come in in regularly scheduled periods and they also come in for the after school program called the plus program, at which time they're integrated into a group of regular children. My first experience with this particular group was last year. I had the children write books and I thought that maybe I'd have to have the special children make scrapbooks for instance, but I've got news for you, the best book was done by a special child! Granted she used a limited vocabulary but she knew how to work with it and she also had a very good color sense so with a little bit of help she did a marvelous job. Of course the children are included in summer programs in an integrated situation and the children around them, I don't know if it's the spirit of my particular school or the media center or the children themselves, but they know who the special children are and in my particular situation there is not a great deal of emphasis based on the fact that they're different. There's a great deal of caring that goes on. When I have some of the badies stay after school they bump into my after school program group and they help me with the plus program. They immediately gravitate toward a special child and they'll be reading with him or to him which is so good because you're getting a chance for community action here. The children who have been labeling these children as special realize that they're not special and they can do a lot more than you think they can do.

Getting back to the program to give you some idea of things we do, children with learning adjustments problems sometimes need a lot more development of their senses so we do a book called What Color Is Your World and combine it with a color wheel, flashing the colors and go into what color is your world. Again, this is a chance for a child to speak individually and to talk about his problems or to hide himself within the group if he justs wants to join in with a group answer.

I like to work with the teacher concerning what units he's doing at the moment. For instance, we had pets in the library - again, you just never know what you're going to find there! We're now shopping for a bird because the mentally retarded children are doing a unit on pets and when they come to me we'll talk about this particular thing. We had fish for a while for a similar unit. Of course, one fish suffered when a kid bunked it with a chestnut - that was the end of that fish, but we try to keep the pets alive as long as possible! This is an opportunity to see in action what they have been learning in the classroom and the children have certain duties; to feed the fish,clean the tank and so on.

The period they have is forty-five minutes, divided into about twenty-five minutes with me and twenty minutes for individual selection.

My approach to selecting books starts out by my saying let's make a book together so we can see what parts make up a book. Then we may do a story, we may talk about different types of interests or something along these lines because many have not had very much experience at home so don't really know what their likes and dislikes are. They're down someplace in deep and you've got to pull them out, so you talk about sensual experiences like flowers and I always try to have some fresh flowers they can smell and I always have music because they like music a lot. We're fortunate, we have rocking chairs and a nice soft rug, not so soft but it is better than a cold floor so we lay on the floor and this will maybe help them unwind and develop the ability to communicate what they want to say. We do alot of talk time, and they have a lot of opportunity to say what they feel during the twenty minutes after my working with them. Whatever unit I'm doing at the moment I try very hard to let each child speak individually, sometimes it's dancing, sometimes we have music and folk dancing as a complete change around and sometimes I just take my lesson plan and throw it in the garbage and say, not today folks, it isn't going to work and try something entirely different. We try to be very flexible because children are flexible and there are such a variety of children in each class, some as I've said have had two years of training with this particular teacher and some are just brand new and scared out of their minds.

We always sit in a circle, and I said to Mrs. Richardson that I wish we could have sat in a circle today because you always feel protected when you're in a circle and see someone's on either side of you. I always have extra kids in the library for one reason or another, so if one child is very frightened I'll have someone sit next to him and put his arm around him, that makes that child a little more comfortable or he sits in my lap or in a rocking chair or something like that.

Well, that's where it's at, so whenever you're in town just drop in because everyone else does! It's a comfortable, happy place to be and the special children help to make it an extra special place.

COOPERATION THE WORD THAT WORKS WONDERS?

Robert E. Barron

It is not usual for a speaker to begin by attacking his topic, but I am going to do that. I do not believe in that statement which is the title of these remarks! This may sound like heresy coming from me, and it may be. Cooperation is a noun. Depending on which dictionary you use, you will find it defined as an act or fact of cooperating; an association of persons for mutual benefit. The American College Dictionary goes on to define it in relation to three areas: economy, sociology, and ecology. But in whatever area or context you define it, it remains a noun -- a word that names something. Having names for things, be they person, places, things or ideas, is convenient. However, it does not get things done. Verbs get things done. We are all for cooperation as a belief, a concept, a practice in the same way that we are for the flag and country, motherhood and apple pie, and so on. But when it comes to doing, to accomplishing, to taking that noun "cooperation" and actually getting behind it and making it into a working verb -- cooperate, then that first person belief seems to slip into the second or third person action. I believe in cooperation, but you do the cooperating or let him cooperate.

Cooperation takes belief in the purpose for which the cooperation is being done, and it takes dedication, concerted effort, and action to get it done. But first of all it takes face to face discussion to determine the problem and to decide upon the action needed to solve the problem. When the action has taken place, then and only then do you have the noun "cooperation".

The fact that you have taken the time from your busy schedules to be here today is evidence of your belief and concern in improving the special educational needs of the children in your care.

The cry of the librarian is often a lonely one, for while there usually are other teachers of a subject in the building or at least in the district to whom one can turn for help in solving a problem, too often the school librarian is alone in the building, and even worse, alone in the district. Where, then, does one turn for help?

Since 1948, when legislation was passed that created the establishment of Boards of Cooperative Educational Services (BOCES), that has been one source of cooperative help. Even with these centers, however, the school library, or as it is usually referred to today, the school media center, was a neglected element, an element that should have been vital in helping teachers and children to find, use and enjoy library materials that suited their very special needs.

I think that the library needs of every person, regardless of age, are special. Some people, however, because of their location or their disabilities are unable to freely seek fulfillment of their needs. These users lack the mobility to go from one library to another, and in some cases to go to even one library. They may lack the ability to see, to hear, or to learn as others do, even if they are able to get to a library. Thus, if the cry of the librarian is a lonely one, how much more so is the cry of the school librarian faced with the challenge of serving the needs of special education and wondering where to go for help!

Since the event of Sputnik in 1957, the pace and form of education has changed so rapidly from that which we knew as children, as to be almost unrecognizable today. Not only has the approach changed but the content also. This increased pressure for knowledge of all sorts exploded in the 1960's. Several events of that decade should be mentioned in reference to meeting the needs of these children. In 1960 we saw the revision of the ALA Standards for School Libraries with the emphasis on upgrading collections to meet the educational needs that had resulted from the advent of space flight. To help to provide these materials in critical areas of learning, the National Defense Education Act was passed. Undoubtedly though, the biggest push to the development of improved education and to better school libraries in particular, was the passage of the Elementary and Secondary Education Act of 1965. Here under Title II for the first time was a source of funding to help to do the job that librarians had for years been saying that they wanted to do. Built into the program was the need for cooperation. While Title II only provided for school library resources, it was possible in some cases to combine projects under Titles I and III in order to also obtain the staff and equipment needed to complete a project. Of special benefit to you was the addition of Title VI which provided aid to the handicapped child.

Another factor was the revised nature of the curriculum. No longer would the single textbook for all youngsters at one time be the only way of teaching, something which special education teachers had found out a long time ago. Emphasis was to be on individual learning by inquiry rather than by rote, and this learning was not just the linear print nethod, but through the involvement of all types of media, both print and nonprint. The library was really expected to be the central nerve center feeding materials to all of the institutional body. The joint ALA-NEA Standards for School Media Programs in 1969 emphasized this unified approach, as well as placing the emphasis more on the quality of the program and less on the quantitative aspect, although it very clearly points out that there is far greater need today for a variety of media in depth in this age of individualized learning.

The child in his daily world is surrounded with a constant variety of experiences that reach him through all his senses. His world is an immediate one -- he walks on the moon with an astronaut, he sees pain and death in Vietnam as well as in the violent outbursts of racial hatred and injustice in his own streets, he dances to the beat of music from around the world beamed to him by telestar, he sees the horror of the assassination of three leaders of our country, and joins in the sad burial of these dead not months or years afterwards through the remembrance of his parents or the pages of his textbook with its bias perhaps unnoticed and unchallenged, but at the very time the events are taking place, using his own sight and senses, and having his own personal reactions. He is an individual placed in a group situation who needs to have the opportunity and the resources available to him when he needs them to enable him to learn at his own pace and through a variety of experiences that best relate to answering his inquiry as it relates to a specific assignment for him, intended to accomplish a specific objective.

Throughout history man has learned that there are some things which can be done better and provide greater results in relation to the expenditure, if done cooperatively. As I mentioned earlier, school districts saw the benefits of establishing cooperative networks back in the 1940's to provide improved, diversified or expensive services which could be used by several school districts and yet were too expensive for one district alone to provide. The public libraries in the same period started to form library systems to achieve similar services and savings. Systems of networks are an accepted way of life today as librarians realize that no library by itself can provide the range and depth of resources which even a small number of its users might need to consult in pursuing their multiplicity of interests, There is implied in the concept of total library service some kind of orderly and planned sharing of resources and services. This need to share expensive resources is particularly true of special education materials. Thus we have seen the development of the national network of SEIMCs and the smaller component here in New York of the three major regional centers and the local Associate centers utilizing the existing strengths of a Title III Center, a BOCES center, or a large library such as a college or university center.

In the recently released report of the Advisory Committee on Library Development in New York State, appointed by Dr. James Allen when he was Commissioner of Education, this concept of networks is given great emphasis. A network may be a library system, a system of systems, or it may be simply a group of similar or different types of libraries linked together to share common resources, or to perform a specific function or functions. It is most important to understand that there are many types of networks serving many different purposes and that networks may exist for special functions, such as sharing by interlibrary loan or other means specialized resources (e.g. NYSILL); to serve a special type of user such as the blind or handicapped; or to serve such a specific purpose as centralized processing of materials. Networks may cut across other types of networks, and may exist as separate entities within other networks.

The Report of the Commissioner's Committee on Library Development was an advisory one. From it however, the Regents have taken a position as to what they will seek to implement and they have issued a position paper, #8 of a series, on Library Service. The position papers are policy statements relating to top concerns of the Education Department in order to make them highly visible and to present courses of action for legislation to implement them. They are prepared by the Department Staff personnel concerned, and are carefully reviewed by the Regents before being adopted by them as official policy statements.

If you have not already read both the Advisory Committee Report and the Regents' Policy Statement, I urge you to do so -- and not just to read portions, but the whole document in order to get the perspective of what they are proposing as statewide development of library service. I would like to focus our attention on a couple of areas that are covered in both -- services to children and young adults, and two proposed links in the networks picture.

The first recommendation that affects you is the one that has generated the most controversy. It is in regard to the pioneer recommendation for library service for children and young people. It states that the elementary school library should have the responsibility to meet all the library needs of all children, preschool through grade six, except those in health, welfare, and correctional institutions. Both the Committee and the Regents only after lengthy critical examination and realizing the tremendous implications have arrived at this unique recommendation as a possible solution. The Regents also recognize the many problems of legal, financial, facility, staffing, and administrative import involved in the recommendation, but believe consideration and experimentation are warranted. They have directed the Commissioner of Education to appoint a Task Force of appropriate personnel from public libraries, public and private schools, other educational agencies, and the general public to design a pilot program for purposes of appraisal of the recommendation. The Regents recommended that funding for the pilot program be provided in fiscal year 1972-73. The members of the Task Force are expected to be announced this month. The pilot program should involve a number of centers which should demonstrate a variety of service patterns, so that the strengths and weaknesses of both school and public library service to children, singly and cooperatively, can be assessed. At the end of a three year period of operation of the program, a report will be made to the Regents.

Further support of the application of the cooperative principle to the development and improvement of library service is that authorization was given to complete the school library survey started in the Spring of 1970. Upon the completion of this school library survey, a school library network should be designed, and pilot projects funded, to provide cooperative services for school libraries.

The other proposed network of special interest to you is in regard to library service for residents of health, welfare, and correctional institutions. The Regents have recommended "the establishment of a cooperative library system to provide supportive services, directly and by contract, to the libraries in institutions, those maintained by New York State as well as those operated by local government and other agencies, such cooperative library system to be eligible for State aid under a legislative formula. In addition, the State should explore the possible advantages of contracting with public library systems and school systems for service to residents of some of the institutions." This proposal for establishing and funding this 23rd library system is included in the Regents' Major Recommendations for Legislative Action in 1971.

It is my hope that we will as individuals continue in face to face dialogues to achieve a common goal, so that the Latin derivation of "cooperation" will apply: co - together, opera - work or service, tion - act or result of, hence cooperation - the act or result of coming together for work or service. Under these conditions, cooperation can work wonders, but not as just a word, but rather as a noun defining the action taken collectively by individuals for the good of all.

BOOKS FOR HANDICAPPED CHILDREN

Hertha Ganey

In an academic state of mind it's only natural that I should start off with semantics by defining the term that we're considering this afternoon, namely bibliotherapy. The word therapy means a process of remedial treatment and when the prefix biblio, meaning books, is attached to it we arrive at a process of remedial treatment through the use of books. This gives us a literal translation of the term and is the meaning that most of us have for the word and it's my meaning for the word; however, I soon discovered that there were other more specific connotations associated with the term and when I heard that many of you are specialists and have much expertise in this field I added two other definitions for the term. First, a psychiatrist defines bibliotherapy and I quote, "as the conscious and deliberate use of reading materials and/or the guidance of the patient's use of reading materials for the purpose of furthering or supporting the therapeutic program as a whole as it related to a particular patient or in some cases to a more or less homogeneous group of patients" and second a librarian, and I think she must be associated with one of the institutions who works with children who live within the building, and defines bibliotherapy as "a planned program of reading activity for an individual patient or group of patients with definite purposes based upon medical diagnosis." Well, as I read those I realized that I was not the person to talk to you as I have no background in medicine or psychiatry. I am merely a teacher who has been a librarian and has worked with children for a great many years, and I feel very strongly that books are perhaps the most important tool that we can use to change attitudes, to have children look at the world and themselves differently after we have exposed them to a planned program of books. The last statement disturbed me a bit and I just want to enter a personal comment here. If bibliotherapy is considered to be the prescription of books for emotionally disturbed children, neither the classroom teacher nor the librarian is qualified to prescribe them.. It is unwise to probe too deeply or to encourage expression of raw emotion in a large group situation because the child might feel guilty later on and most of us teachers would be unable to cope with the expression of emotional feeling that was brought forth by the young one who was having the experience. However, small group discussions would alleviate some of that objection, that is, your child might speak quite freely either in an individual conference or with his peers.

The title of the talk on the program says "Books for Handicapped Children" and again, my concept of the handicapped child is erroneous since I didn't know that the term handicapped children included so many groups. I now know that the group includes children who are blind or partially sighted, deaf and hard of hearing, crippled, physically disabled, cerebral palsied, mentally deficient and speech handicapped. That's an almost unlimited area in which to work and it would be impossible for me to recommend books that you could use with these children because you'd have to be specific in your references to the particular book you are interested in and the child to whom you are going to give the book and most of us do not have the background either in the knowledge of the children or the knowledge of the books. I fear that so often we use books that we should not use merely because we haven't read them ourselves. It is very important if you're

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going to use books with children that we have read the book quite recently so that it's still fresh in mind. It's a criticism that has to be levied against a great many of us who are teachers that we take lists and we attempt to use them without knowing the books that are reported on the list and very often I do think we make mistakes. There are many childrens' books, and there are thousands of them about handicapped children though the number is limited if you're planning to use them *with* handicapped children since few of the titles have been set up in braille or recorded on discs or tape, for example. We do have many recordings but they aren't these special books that are directed towards guidance, they are the classics and the familiar books that children have, so remember while we are talking that the visually handicapped child does not have these books. We have only the very cream for them. The deaf child usually is not advanced enough with his reading skills to cope with the reading difficulty involved with the books intended for that age level and although we have some very fine books about deaf children, the deaf child himself very often can't read them until years beyond the time when the book would help him most because the characters in the book are much younger than he is by that time. Age is an obstacle that we meet constantly in advising children because children always want to read a few years ahead of themselves. If you have a 12 year old girl she wants to read about the 14-16 year old girl, she doesn't want to read about 12 year olds or 10 year olds. So you see that the deaf child does have that problem because he usually encounters difficulty in acquiring the skills of reading and I feel that the same reading problems are also present in other children who are slow in acquiring the skills of reading so that when they have reached the point where they can read easy books themselves most of the books we recommend won't interest them too much. I also want to state that there are many books you can use with your slow learner where reading difficulty is low and interest level is high, and there is no reason for our not using them with our children. The problem is putting them into the hands of the teacher so that they know they exist and I feel that we, the teachers, of these children very often are not familiar with them. I personally believe that story books about handicapped children have more to offer to those who are working with handicapped children and living with them than they have for the children themselves because as you read the books you understand what the problems are that the physically handicapped children have or the slow learner has. If he is a member of your family you can perhaps understand what his problems are because you are teaching him and if you are a child in his class reading one of these books will probably help you understand him but I doubt very much that the child who has the handicap will be helped much by these books or will even enjoy reading them. I feel that unless a child specifically requests a book about a child like himself we should question feeding him these books that we have on our list. I say there are a great many of them but I don't think we should give them to the children unless the child wants a "book about a child like me." If he requests it, then I think we can give him some of these books provided we know the content and know that it will fit his particular need or his special interest. I feel that we sometimes make mistakes because these children may be over-sensitive about their condition

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and it may aggrevate it to give them some of these tales since those that have come out in the last five years are written extremely realistically.

Now, what I'd like to do after these introductory comments is to indicate how a book, if you're working with a group of children and it's a homogeneous group, may be the touchstone for you to move into a discussion with your children and if you share the book with them then you'll get many points of view going. A book that we frequently use that way is The Hundred Dresses by Eleanor Estes, if we're teaching in a normal situation and we have children who come from a background which is different in it's heritage from the major portion of the children they practice this isolation, they keep out the child who has the long unpronounceable name or the child who has a different color to his skin or who comes from a different background. Children know that they isolate and segregate each other and after reading A Hundred Dresses the children are willing to talk about the book and how mean the children are to Wanda in the story. What you're hoping as the teacher is that a little of this will rub off and they'll realize that the same situation exists in their classroom! Of course, you never point it out because you must help the child who is the isolate save face for you would destroy his dignity and value of himself if you allowed him to enter the picture. This is just a hypothetical case, you're talking about the story of Wanda in the book.

Now, if we consider the procedures that you follow in working out a program in bibliotherapy you'll find that those of you who are working in the field of psychotherapy have a direct parallel since we use the very same steps in bibliotherapy that we use in psychotheray; we call them identification, catharsis, and insight and I'd like to take each of those and apply it to the field of bibliotherapy.

When we speak of the process of identification we're referring to the child identifying himself with some person or persons in the story. Sometimes he projects his own motives and his own feelings onto the characters in the story. The character in the story doesn't possess these but the child as he reads or has a story read to him very often will project his own feelings so that he actually becomes part of the story. Young ones do that and that's the way the normal child responds to a book and when we are advertising a book by saying this is a good book to introduce, you will find that the child reader will identify immediately, we're talking of a normal well adjusted child who can handle the book that he's reading. That's the way a child reads, he identifies with some character in the book and then the book comes alive to him. Now, the child that we're speaking of will do the same thing, although, he may not do it as easily nor as quickly because he has other obstacles in the way, but we're aiming at finding a book with which he finds it easy to identify. We have a number of books in which there are animals the children will identify with, it doesn't have to be a human, it could be a small rabbit or it could be a horse who's lame or who is shy. We have some excellent horse stories and dog stories also which can be used with children quite easily because they can be identified with so quickly.

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I'm sure that those of you who are librarians know when I mention the only child, that you know he will want family stories, like the Moffitts or Little Women. A child with one parent frequently requests stories like the Moffitts or the Saturdays or the Davenports and in each of those stories one of the parents is missing, and what he is doing is identifying in the story with a situation that is like his own. On the other hand he may identify with a situation that is the reverse of his own and want to read stories where both parents are present; if he's an only child he may want to read about only children, or he may ask you for a family story about many children. I think one reason why the Wilder stories are so popular with children is that they seem to fit so many of the needs the children have. This was especially true during World War II when many of the fathers were in service or they were working in the factories around Buffalo and so many of the children never saw their fathers and I think the Wilder stories satisfy them because in it Pa Ingles never was away from home, he was farming and just a shout away.

The normal, well adjusted child identifies very easily but I think the handicapped children can also identify quickly. For example, he may find satisfaction in a book like Old Common Patrick by Ruth Sawyer or with Margaret De Angeles' Door in the Wall. Both of these stories are about boys who are paralyzed by illness. In "Old Common Patrick" it's polio, in the Door in the Wall all we know is that it's a plague that killed off about half the population of England and those that survived were badly crippled and when the monk finds Robin abandoned by the members of the household Robin can't move and he has a long, long period when he is learning to just take care of his personal needs. A child who will identify with Robin may also want to forget he's paralyzed so he may seek a book full of excitement. Or, a lame child might enjoy a book on mountain climbing such as Banner in the Sky, which is the story of the climbing of the Matterhorn. It's a thrilling story and I can easily understand if I were immobile that I would get a great deal of vicarious excitement on reading those tense passages when the boy is climbing up the face of the mountain that had never been climbed before. He might also want to read sports stories such as those by Jackson and Renick, who both write in a young style and they tell of the little leaguers, the baseball stories that a child of 13 or 15 who'd have difficulty reading would enjoy because we as adults enjoy reading these stories. When we have to read them, and those of you who are librarians know you have to read these by the dozen, if they're well written you don't mind because they hold your interest and they're exciting. And if they'll hold the interest of an adult who's exposed to a great deal of this type of reading you know that it will definitely hold the interest of a child.

When we say that the child identifies with the character we mean just that, he takes the part of the character, he becomes the character in the story, and the second step we are usually concerned with when we're speaking of bibliotherapy is this term catharsis. The use of the term usually means a spontaneous release of pent up feeling and medically that is something the psychiatrist is aiming for. How do we do that in reading children's books? With the normal child we have the same reaction we have with the handicapped child; as he reads he becomes involved in the story so one of the first things we look for when we're selecting books that can be used in this way is that the story is one that starts quickly and very vividly. In the first chapter you're right in the midst of the action! You want to make the child feel that this is his story, he's part of it, and if the story is slow coming into action he's going to lay the book aside, especially if he's been unsuccessful in other attempts at reading library books. By becoming involved in the story the child has many experiences that he would not have in his own personal life because of the method or the manner in which he lives, which is one reason that so many of these books are exciting to them because they tell of another way of living. I, personally, am very interested in introducing children to people of other lands because I feel that's the only way that we're going to bring about world understanding and I think that's just as true for the handicapped child as it is for the normal well adjusted child. He should learn how other people live and for that reason, rather than feed him stories about handicapped children, I feel that we should see that he's introduced to books of a normal home pattern that may be the way people live in the country or in a large metropolitan area or in the ghetto or perhaps in a penthouse. What he needs to do is to expand his experiences, even though those experiences are vicarious.

The books that are coming off the presses right now are excellent books to use because they are very packed with emotional stress. You're in the midst of the story before you realize just what all the implications are. Teenagers need to be aware of the world around them and I feel that many of these books are satisfactory for that reason and many of them happen to be in this particular field; that is, they're books that deal with children who are not well adjusted, who have emotional problems, who are reflected in our current youth revolt. The generation gap exists among handicapped as well as normal children; in fact many handicapped children feel resentment because they're frustrated, they're not allowed to do things on their own, they're constantly being over protected, they have over solicitous parents who are afraid to let them get away. One of the stories that I would feel would serve this purpose quite well is a book which our librarian has put on the counter called Dead End by Witheridge. It's the story of a blind boy named Wee and his father doesn't want him to do anything on his own. He feels he has to watch him because he's blind, and the boy learns to swim and swims very well, but the father is constantly afraid that something's going to happen to him because he can't see. The boy, because he can take care of himself so well in the water, is able to save a younger child from drowning because of this special skill. I think if I were not able to see and I learned to swim I would enjoy the book because I'd keep ahead of me the idea that maybe some day I too could do that with this special skill that I have learned. But the importance of the book isn't the ending, it's the fact that this boy is constantly trying to get away from the over solicitous care of his parent to gain his independence.

Robin, in the Door in the Wall, has the same experience. At first, he's frustrated because he can't do anything for himself, then as the monk teaches him to wheel a little cart in which he places him, he sometimes finds that he can't make him do what he wants. (Those of you who are familiar with the story might remember that when he's learning to carve and he makes a mistake he hurls the chisel and almost injures one of the monks who's working in the same workshop). The expression of anger, frustration, or resentment because he can't do things the way the other people do is a very natural experience for a child who is handicapped and for that reason I think Robin is a good example to use with them because Robin pursues his endeavor to learn to swim, to make his own crutches, is able to move and again it has a happy ending. I feel children's stories usually should have happy endings. Robin feels he can never be a knight like his father because of his infirmity but because he can swim he is able to save the king when the town is beseiged and is rewarded. That's so satisfying to a child, especially if he's a boy who has worked as hard as Robin has and had to fight himself so much of the way because he just didn't want to make the effort at first and then he wasn't quite sure if he would be successful in the end.

The third step in this procedure is the one we call insight and that's the most important one because we hope it will happen, we don't know. We introduce children to books we think would help them, we follow through with them as they are beginning the involvement and the adjustment to the situation. And we hope as the child begins to identify with the character and understands the character's problems, and sees how the character attempts to work his way out of it, that he will arrive at a greater understanding of himself. This insight that may only be an understanding of the child in the story but we hope, through his identification, that he may see there is a way for him, too, and for that reason I feel that the books we give children are important for this third step alone, when they contain situations from which the child can arrive at some insight, some sense of values, some relationship between his own condition and the conditions that might be similar to it or perhaps parallel in that they handicap the child. Some books do this very effectively, and again I'm moving out of the field because the two books that I want to use for illustration are effective because the children have to learn to adjust and accept a condition. That's the kind of insight that takes a long time coming and we have adults who have never reached the point that they will adapt themselves because they can't do anything else about the condition. In stories where a child is faced with a condition over which we have no control then he must adapt, he has to accept it and then make adjustments. The two books that come to me are a book by Pearl Buck called The Big Wave and The Ark by Margot Benary-Isbert. The Big Wave you can read in about 10 or 15 minutes to second or third graders - a good third grader can read it for himself. It's a very short story and it concerns a Japanese fishing village and the little boy whose father's a fisherman. The boy has a friend whose father is a farmer and the two boys play together a great deal of the time. One day, the farmer sees a tidal wave coming toward the beach, and calls to the fisherman's son down below and he climbs the hill to reach them as the water is rising behind him and he just gets out of its reach when he turns around and realizes that the tidal wave covered his village washing his family and neighbors out to sea. He goes into shock and I think Pearl Buck handles it very well so that a child having a tragic experience could benefit from reading the book. It's one of the few books we have that deals with the subject of death. We're afraid of death and we've left it out of children's books and it's most unwise because it can be a very great shock to a child to lose a loved one. The other book I have in mind, The Ark is the story of a German family. The father's a physician and he's captured and taken into a prisoner of war camp and the family has to leave their home and flee. When they arrive in West Germany they find that no one will take them in for the West Germans hate the refugees from East Germany who are moving in on them. They don't want to share food with them, they don't want to share their dwellings but the government says you have to open your attic to these people and thus you have a story about children and a mother adapting to a culture which resents them and refuses to accept them. Children can learn a great deal from reading such a book, and we follow the experiences of the older children, they're teenagers, and it's very vivid and very real. I say we're getting realistic fiction for children which doesn't hold back any of the punches, they're delivered square between the eyes and we need to give this material to children. I think they must be ready to accept the world as it is and I think it's especially true of our children who are handicapped. Now because books provide these imaginative experiences that help broaden the outlook of children and give them an appreciation of other people who are different from themselves, I think that's one thing that these children must have because we want to keep them in society and they must learn what people are like. I feel as I look over the lists put out to guide you in book selection that that fact is often forgotten. Children should become acquainted with normal children with normal families, families up against it. They're very sheltered and it is important that they discover that there are millions of people out in the world who don't have enough to eat, who live in ghettos, who haven't fathers, who haven't sisters or brothers, who have no one to be concerned about them. They're getting just the opposite treatment, people are too concerned about them, doing too much for them, not that we shouldn't at times, but they've built up a certain feeling within themselves, a certain philosophy, and I feel that we should help them to become just as normal and like normal children as we possibly can.

I know we're working against time so I'm going to move very quickly. In summary, I'd like to say that there are certain values that can be derived from using books with handicapped children. I'm talking about the books that you'll have a bibliography of or the books that we use with our normal, well adjusted children, but first I would say the most obvious use of value to be derived from books is the value of using books for relaxation and diversion. Isn't that how you and I use books? I mean, we do our professional reading, but what sort of book do you read at 11:30 at night when you can't sleep. I always read a detective story because I fall asleep after the first murder. A detective story is so different from the usual thing I'm reading that it's therapeutic for me to read that kind of a book, it lulls me. I feel that that is one of the most obvious reasons for reading and for children to read it's to escape, to relax, to get away, and I feel that youngsters who are handicapped have a lot to get away from, much of it that we've manufactured for them.

Another value we can derive from books is to gain insight into ourselves and children reading stories about other handicapped children might gain insight into a way of solving their own problems, their own situations, mainly because they've read of a parallel instance. I think that frequently when we work with children they have difficulty communicating with us because they don't know what words to use, they don't know what to pick out to tell us, so by reading these stories and discovering that there are other people like themselves and this is how they talk about the problem, many of them acquire a vocabulary that they can use for communication.

I feel that another value to be derived is, and this is true of the normal child as of the handicapped child, that he can discuss the book he's reading. That is, he has something to talk about and if it applies directly to him so much the better. He's not going to talk about his own problems as I suggested when the children in the third grade talked about Wanda in *A Hundred Dresses* . They're not talking about the little isolate sitting in the last row back whom they have segregated, they're talking about the characters in the story and thinking about them and I think in that way the child will talk and discuss with you aspects of the book and if you are a smart teacher you will know how to filter out the information that he's given you about himself all the while that he's discussing the other child.

Reading these books does another thing for a child, just as it does for adults. When you are in a group of people you don't know very well the easiest way to make small talk is to talk about a book that you've just read, the one at the top of the list, or about an experience you've had. In essence, you try to find a common ground on which to converse. You know that frequently a child socializes with others with whom he hasn't been too comfortable merely by talking about a book because it gives him something to talk about, something to share, and I feel that books that give that kind of help have that value for the handicapped child who's denied experiences that he can share with others and talk about with others.

One point that's been implied all through my remarks is that through books can the child learn that other people have problems similar to his.

Hertha Ganey

Very often that's the best thing for him to discover, that he is not alone, that there are hundreds of other people just like him. When he accepts that point I think he is as willing as we are to accept a certain condition knowing that many other people share it and we are not alone and not isolated.

I feel that books also have informational value and with many of our young people wondering about vocational opportunities and whatnot, books can supply them with information on skills, instruct them in developing new skills and promote new attitudes or new directions for their ideas.

One final point; it's interesting to note that the Newbery Medal, which is awarded to the outstanding children's book of the year from a literary standpoint, was given this year to a book whose story action revolves around the mentally retarded younger brother of the heroine.[1] I think this shows the desire we have for including the handicapped in our interests, our concerns, and our lives.

[1] Betsy Byars. Summer of the Swans. 1971

NATIONWIDE SERVICES FOR HANDICAPPED CHILDREN

Margaret Hannigan

I'm in touch with so many things that are happening all over the country and get so excited about what's happened in Arizona, New Mexico, and Florida that I want to tell everybody about it! Fortunately, I could be here throughout this Institute and I've heard all the really new things going on in New York and I'm excited about that, too. What I've tried to do is decide what information in my files will relate to you the most, so I won't take too long and I'll try to give you something that will tie in with what you've learned here this week.

I was very glad to find out that many of you are specialists with the handicapped and, I think, it's been one of the great values of this whole institute to have examples of what kinds of programs are in motion in New York. Now my thing of course is to go beyond public service, beyond the teachers and the school librarians and the public librarians and the institution librarians and the systems people and the BOCES sharing their information and techniques and working together to other agencies dealing with the handicapped. For example, in working with people in vocational rehabilitation programs, I try to get the idea across that community libraries have something to offer their people, something to enrich their lives. I feel that the library is part of the rehabilitation picture and then I find that it's never included with manpower development and training. People should be tied up with the libraries, wherever they are.

We've mentioned the Library Services and Construction Act a little bit and I think I should tell you what I'm doing now because when you say Title II or Title something else you usually mean ESEA and when I say Title IV I mean LSEA. If some of you don't know what LSEA is, let me explain that the Library Services and Construction Act is the program that I'm associated with and it's one that I think has something to offer to you if you can tie into it. The Library Services and Construction Act started in 1956 as the Library Services Act for developing and improving library services to rural areas and then was added to so urban areas, particularly the suburbs and the inner city, places where library service was needed, were included. Public library construction was then added as Title II, and in 1966 Title III which is inter-library cooperation and sharing of resources so that any person in a state, or let's say any person in our country, should be able to have the materials he needs through this inter library cooperation, and Title IVA and B which is my baby. Library services to state institutions which includes substantially supported state institutions is Title IVA; Title IVB is library services to the physically handicapped and is a companion bill to the Library of Congress Books for the Blind and Physically Handicapped. They have an eight million dollar budget, we have only two million, but these are companion bills and we work together as closely as possible and I'll explain a little more about that in a few minutes. Both IVA and IVB benefit institutions for handicapped people so what we're talking about this week is that IVA might be enriching the libraries in your institutions and IVB would supply materials such as cassettes, page turners, and tapes.

Margaret Hannigan

For the people who need it, Title II is for aid in the construction of buildings and these buildings are supposed to be accessible to the handicapped. This is a little medal to place on a building that's accessible to the handicapped. It's available from the President's Committee for the Blind and Handicapped and can be made out of any kind of material to show the handicapped that they can get in and use the building. Anyhow, I think that this is something that we should push and see that it's on every building that is really accessible to the handicapped.

This is the last year of the present Library Services and Construction Act amendments. In the new legislation which has been passed, Title IV A and B services to the institutionalized and the handicapped have been incorporated and consolidated into Title I. Now, this scares alot of people because they think we'll get lost, but Congress did safeguard these two little programs that have always had such low funding by saying that each state must, to get federal funds, not spend less than they did in 1971. The saddest part of all, however, is that the President reduced Title I to 40% of what it's been and it's never been all that much. Proportionately, then, we'll receive more than we ever have before.

I am very happy about services being in my title because it seems to me if we can really give service to everybody and not say this is for institutions, this is for the handicapped, this is for the disadvantaged, that they'll all be in there together and if we really work at it maybe we will do what we say we do for people and this is my hope.

Title II continues as construction although the President didn't put any money in that in this budget so there'll be no construction this year and Title III inter library cooperation has never been too kindly funded but it has the same amount as last year. In light of these programs, I would like to call your attention to American Education for November 1970 which has the guide to OE administered programs for fiscal year 1971 and it does give you some ideas about where maybe there might be some funding that would be useful to your institution or school.

Some of you have asked me about the scrap book back there in front of Joan. It's an album of pictures showing library services in state and residential institutions for the mentally retarded and was sent in as a result of an appeal I made for materials I needed for pictures, floor plans, policy statements, reports, anything that was going on in the state institutions for the mentally retarded. The pictures from Syracuse are just right for what I'm saying today because they show a group of children being taken to the public library. A new branch library in Syracuse, and they go there regularly and make use of this library and it shows them sitting around the table during a story hour. The thing that brought about my asking for that material was that there's an Accreditation Council on Standards for Residential Facilities for the Mentally Retarded funded by a grant from the American Association for Mental Deficiency and its purpose was to revise the standards for these institutions. Well, libraries were mentioned twice in the last standards but they didn't say anything about librarians, only that there should be space for a library. There were twenty committees in the last one but not one was a library committee and not one librarian was on one, so somehow somebody thought of it and I was asked if I would be on the Recreation Review Committee. Well, I accepted because I felt I could collect the material even though this isn't my specialty. I tried not to be paranoid, although I was madder than the devil about being on a recreation and review committee again but I did make a little speech and said that I was so glad that libraries were recognized as a recreation service but that there was more to them than that and I hoped that they would do something about libraries. It was wonderful the way it finally worked out and the scrapbook did it, I think. Everybody looked through it page by page and really seemed to recognize that libraries played quite a big role in these institutions so the result was that a Library Committee was set up. We met very hastily right after New Year's and in two days we drew up standards that have now been tentatively approved and do need a little editing, but it's a first step in standards for library services for the retarded that I know of, that are published anyhow. A number of organizations and individuals will be adding to and editing these standards, but I believe we could run off copies for you knowing that they are not to be quoted as standards yet, and if you have additions or corrections send them along to me. AHIL is setting up a committee to really develop these standards but I feel that this is kind of a landmark thing you should be interested in.

Would you like to hear just a little bit about some of the programs and especially Title IV B services to the handicapped that are going on around the country? First of all, each state has an advisory council which represents the different interests of the handicapped and attempts to define the numbers of handicapped in the state. In Arizona they did quite a smart thing, I think. The very first year they contracted with the Easter Seal Society and the Easter Seal Society took on a man who was about to retire as a full-time employee and he became the consultant for this project and he and his staff searched the state through the local Easter Seal organizations to find the handicapped, demonstrate materials to them, get them certified as being unable to use regular print, and get them started in on library services. Arizona now has its own State Library for the Blind and Handicapped, and has set up what they call a talking bookmobile which travels around the state with volunteers manning it, finding the handicapped and extending services to them.

Another state that used a bookmobile to publicize was North Dakota, they took one of their regular bookmobiles during the summer and outfitted it for services for the handicapped - large print books, talking books, cassettes, you name it, and loads of brochures - telling about the services and they took it to the state fair and to eighteen county fairs. They got great publicity and found many people who were handicapped who had never received library services before. Delaware is now looking at the mobile unit as a device to expand their services.

Margaret Hannigan

I should have named New York first because you have had two regional libraries in New York for a long time and excellent service is given in both of them. Yesterday Mrs. Clossen talked about the service from Albany to upstate New York and I don't want to repeat any of that. But I will say the Bettina Wolff, the Regional Librarian, started trying to get the Public Library Systems to distribute the talking book machines instead of having some agency in Albany mail them out and alot has happened as a result of her enthusiasm. Even though the handicapped can still be served by mail, the personal contact and reader's advisory services the local school, public or college librarian gives is the best approach to all library users. My only complaint, and I've said it before and I'm going to say it right out here though I might step on some toes, is that that library in Albany is still called the Library for the Blind. This is true in some other states too and if it isn't called the library for the blind, if it's called the library for the blind and physically handicapped, some people still abbreviate it to the library for the blind. The blind deserve the credit for getting this service, they lobbied for it, they did everything for it, but I think we're short changing the other handicapped if we don't start using the broadest term to describe the services offered.

Delaware recently produced an excellent film showing their services to the handicapped. The whole thing only cost $800 and they're showing it everywhere.

Another imaginative thing Delaware has done is sponsor the August club, a month long club for all the talking book teenage readers in one of the three counties in Delaware. The plan was to bring the handicapped children to a school for the handicapped so there would be facilities for their braces and wheelchairs and so forth; so they involved the girl scouts in an attempt to have interaction between this group of so called normal people and the handicapped. They planned a tremendous program which started at ten in the morning, went through lunch, into the afternoon, and they had all kinds of interesting speakers for the kids. In the course of the program the children started bringing collections of their own hobbies to exhibit and they took a trip to Philadelphia to visit the Regional Library for the Handicapped so they'd know where their books came from. The interesting part was that it wasn't until the last few meetings that the girl scouts felt comfortable helping the handicapped youngsters.

Some states have hired consultants to go out, for the summer for instance, to find the handicapped; some have had demonstrations of materials by the regional library. Many have had training workshops, particularly for public librarians. I went to one in Ohio where sixty librarians came who were interested in serving the handicapped and it was very inspiring because these people already knew they wanted to help but were a bit afraid they wouldn't be able to communicate with the hard of hearing or the mute or the cerebral palsied. New Hampshire's planning a workshop right now and is very interested in what we're doing here this week.

Margaret Hannigan

I think I'll say just a few words about Title IV A in New York and then answer any questions you might have. New York receives about $40,000 in IV A monies. A committee had already drawn up a state plan for the development of library services in institutions before Title IV came into being and one part of the plan was that they would try to have a model library in a mental hospital or a correctional institution to start with and they'd put money into it for staff and materials and gradually it would become a training center for librarians and others working in libraries. Then Title IV A came along with its little dab of money and Kings Park State Hospital got $20,000 for two years for a model program. There were two demonstration parts, one for emotionally disturbed children, which everybody out there says has been great and the library is such a vital part of the school program, and one for the institutional program, for adults who had been there twenty to thirty years, and many exciting things happened in the program. Now Auburn prison is building a new library through the same money source. The other half of the money was spent on the institutional film collections, centralizing that service in Albany, and on an 8mm film project in some of the correctional institutions.

Of greater interest to some of you is the fact that a number of states that have fewer institutions can do more for institutions and the state schools for the deaf and for the blind often were among the first or second year institutions to receive money. With the blind, money was added to obtain materials other than those the of the Library of Congress.

Time is running short, but I do want to end up with this idea, and this is for teachers and librarians and anybody here. It is that using the library in an institution or in the community should be a rewarding experience that means something positive even to a severely handicapped person. In the little booklet Curious Children in the Library which is out of print but if you can find the article in the Top of the News in 1960's, Dr. Fritz Redl interpreted what the library could do in an institution residential institution by saying that the library, if it's friendly, if it lets the retarded or disturbed come in and use the library, be free in the library, can be a little bit of the outside world smuggled into the lives of the residents, long before some of them are able to perform normally in outside situations. He was talking about disturbed children, severely disturbed children, they were called wolf children, furious children, and they could tear you to pieces if they wanted to, although they didn't act furious in the library. The thing was that they could come there, and something about the atmosphere wasn't a formal part of the therapy and the treatment of the school. It was different and he tries to say what was going through their minds and one thing he says is that even the adults acted differently in the library. Part of it was that the ward personnel handled any disciplinary problem that came up, not the librarian.
The librarian shared the riches of the library with them, and even if they couldn't read she'd let them use the books for playthings for a while, but they could come and choose, they could ask for something and the staff

Margaret Hannigan

would respect their requests. What I'm trying to say is that I think the library can be this outside world where someone who is reminded that he is different all the time can be treated as if he's normal. He can act as if he's normal and I think that we should exploit this, it's a therapeutic thing really, and the interesting part of this booklet is that most of the people who wrote it stress the atmosphere and the effect of the library more then they did the reading and this was the basic thing because the residents who came there read alot, they borrowed, they use the library, they turned to the library for information on things that they were interested in. The doctors say the library creates a non-threatening atmosphere where the patients' guards are down and things come out more normally. Well, we should exploit this and build on it, I think, and this should be our contribution rather than trying to do the treatment or take over jobs done elsewhere in the institution.

EVALUATION INSTRUMENT

Institute on Improving Library Services to Handicapped Children

February 1-4, 1971

Institute Evaluation

We would appreciate your candid answers to the questions listed below.

1. What were your general impressions of the entire institute?

    a) Was it what you expected?

    b) Did you gain any new point of view and/or ideas from it?

    c) Was it a valuable experience for you?

    d) Main fault?

    e) Main strength?

2. Concerning the subject material presented: a) Was it clear and understandable?

    b) Useful?

    c) Were all pertinent topics covered?

    d) Were some topics given too much emphasis?

    e) Too little?

3. Concerning speakers and instructors: a) Was the staff competent and knowledgeable in their subject field and in their teaching techniques?

    b) Did they encourage participant involvement and reaction?

4. Was the institute program well organized and scheduled?

    a) Was there a suitable balance of work and recreation?

    b) Did subject matter and activities develop naturally and logically from day to day?

    c) Were time schedules convenient?

    d) Was there adequate opportunity for discussion between staff and participants and among participants?

5. What were your reactions to accommodations, meals, transportation, etc.?

6. What was the most meaningful and/or useful part of the program for you? Why?

7. What was the least meaningful and/or useful part of the program for you? Why?

8. What would you like as a follow-up to this institute?

9. What will you do immediately back home as a result of this institute?

10. What will you do "long range" back home as a result of this institute?

11. How could this institute have been improved so that it would have met your needs more effectively and efficiently?

12. Other comments:

Evaluation on Institute on

"IMPROVING LIBRARY SERVICES FOR HANDICAPPED CHILDREN"

When I was asked to plan and direct a state institute on Improving Library Services for Handicapped Children similar to the national one I had directed at the University of Kentucky in May, 1970, I accepted readily, pleased to be able to follow through on one of my major interests. However, two matters concerned me. The first problem was the brevity of the institute for which only a three-day period could be allotted. The national institute had lasted five days and we were even pressed then to cover the material adequately. The second concern was a question in my mind. Who would come to Buffalo during the blustery month of February? The second fear was groundless. Undoubtedly, some could not attend due to unfavorable weather conditions or a heavy schedule at that time of year. But in spite of this, we had an outstanding group of dedicated participants, as many as we could handle, so outstanding that in my evaluation of the institute I am going to rely heavily on their detailed comments from the returned evaluation forms. I am in agreement with most of their suggestions. These forms will be kept at the SEIMC, New York State Education Department, Division for Handicapped Children for reference by interested individuals.

For the most part, the participants were exceedingly enthusiastic, and we were pleased that the program had been so successful. Under the question, "What were your general impressions of the entire institute?" again and again participants responded, "very rewarding" or "exceptionally well-planned and organized" and everyone who attended checked that it had been a valuable experience for them.

Under "Did you gain any new point of view/or ideas from it?", along with numerous enthusiastic yesses, comments ranged from, "almost all of it was new to me," "updated and broadened awareness of technology, programs, theory in special education fields", "gave valuable insight into library", "it reinforced my idea that public libraries do have a role in providing service to the handicapped - home bound or institutionalized", "yes, public librarians generally aren't doing enough for handicapped children - simply because we were not enlightened. Now I am." One participant became more aware of the "needs of the handicapped" and another felt more keenly the need for audio-visual materials to assist in individualized instruction of the mentally retarded.

Comments on the main fault ranged from "none" to "rather crowded schedule, but that's a good fault" and many zeroed in on this problem we faced at the outset "too little time." Some especially pointed out features they wish could have had a more extended time period, "more time should have been allotted to SEIMC', "insufficient time spent in library or media center", and "too brief opportunities for discussion to enable a synthesizing process among participants." I couldn't agree more. But as one person commented, "not enough discussion time, however not any of the program should be deleted for this purpose."

Under main strength, items noted included frequent comments on "excellent planning, organization and coverage", and also "knowledgeable speakers", "demonstrations", "an opportunity to see facilities and staff working with exceptional children", "people who attended", "exchange of participants", "excellent group cooperation and friendship", "varied and complete coverage". "presentation of an overview of all library services and how they can be enlarged upon and coordinated", and "fills an extremely important need for those working in specialized library areas to communicate".

In complete agreement, the group found the subject matter clear and understandable and useful. And almost everyone concurred that all pertinent topics had been covered except for one who noted the exclusion of library services to hospitalized children which had only been touched upon briefly by one or two speakers and another who noted the almost complete neglect of brain-damaged and emotionally disturbed areas of handicap. These and the comment of one participant who noted "yes, but needed more depth (and time) for some" are valid. Indeed the pressure of time had forced the speakers to touch only lightly on some areas which deserve more thought and attention.

Under the question, "Were some topics given too much emphasis?", the most frequent response was "No". All agreed the program was well-balanced. But one person felt an over-emphasis on the "field of physically handicapped to the exclusion virtually of the emotionally handicapped." Some group members wanted more time and emphasis on the "actual library or media center", "in regular local school aspects", "the programs-in-action", "books for the handicapped", "mentally and emotionally handicapped touched upon only peripherally", "more time needs to be devoted to computerized education", but all seemed to realize that the original time element was the problem.

Participants felt that speakers were usually very good, but wished that there could have been more participant involvement and reaction. This was encouraged but as one individual pointed out, "time pressures seem to have acted against this aspect".

All agreed that the institute program was well organized and scheduled. Most thought that there was a suitable balance of work and recreation but one commented, "no, too much work" and another, "but longer week better". Most felt that the subject matter and activities developed naturally and logically from day to day. One participant commented on the "many excellent sources in the Buffalo area all related to the general topic". Time schedules generally seemed convenient, but tight at times.

Under the question, "Was there adequate opportunity for discussion between staff and participants and among participants?" most felt time restricted more of this. But one commented on the "good rapport between staff and participants. Opportunity resulted during meal time, bus, etc. in an informal setting as well as planned program."

We were very interested in the responses to, "What was the most meaningful and/or useful part of the program for you? Why?" Some claimed the entire program was pertinent and declined to single out one most meaningful portion. But in cases where this was done, the programs-in-action, total or in part seemed to be favored. As I indicated in the introduction, we are very fortunate to have such excellent facilities with dedicated staff in this area. Others mentioned "meeting and exchanges with speakers and participants" and the "contact and interchange with other librarians and personnel from the State Department of Education. The line of administration and cooperation became clear and useable". Various talks were singled out as being particularly outstanding to individual participants depending upon their needs. Materials and bibliographies received were also cited for their usefulness.

Since most people were highly pleased with the entire program, responses to "What was the least meaningful and/or useful part of the program for you? Why?", were limited. Several made comments similar to "There was no 'least' meaningful" or "Quite frankly, I found all of the program useful to me". But occasionally, one part of the program or another was mentioned dependent upon the participant's background. The participants represented a great variety of positions and experiences. It was indeed amazing that the institute managed to please them all. Again, however, the point about lack of time for discussion, questions, responses, interaction was cited frequently.

And when participants were asked what they would like as a follow-up to this institute, again and again, the suggestion "an institute of a longer duration during the summer" or "another one at a slower pace". The number two suggestion: "A group of concentrated workshops in single concept areas, that is a program in services for single group impairments as deaf, or blind or physically handicapped." Other suggestions include: "A compilation of talks", "a follow-up questionnaire", "more bibliographies", "a series of multimedia programs showing techniques, skills, ideas for work with exceptional children of all ages and capabilities", "one on innovative program design - goals and objectives - methods", "more computerized individualized program planning for mentally retarded children", "practical applications in terms of public school special education programs, public library involvements in special services, and so on", "why not go to Albany and see how and why programming develops and what we can do to help mold and strengthen it".

Responses to the next two questions on the questionnaire are most interesting. For it is here that the fruitfulness of the experience will be realized. "What will you do immediately back home as a result of this institute?" brought many comments, the most frequent, "Hold workshops with the librarians, aides and volunteers with whom I work reporting on this institute - sharing knowledge and materials - incorporating knowledge in my training classes" and "communicate the institute content to the rest of the staff whose work is related to this field and these activities". Also, "I feel that I want to accomplish more with the children I deal with. I will disseminate the C.B.R.U. information to the faculty...", "use some of the bibliographies with recommended books for different types of handicapped children as we purchase more library materials for our SEIMC", "purchase and use cassettes and encourage teachers to begin using computerized programs", "project my firm belief that the schools do not completely care for all the library needs of exceptional children", "reexamine possibilities of working with other library facilities in my area. Establish closer contact with the local SEIMC", and "rethink - hold meetings, set new goals and objectives", and of course, one immediate result was the meeting at the 3rd Annual Spring Conference of the School Library Section of New York Library Association, Buffalo, April 30 and May 1, 1971, on "Library Services for the Exceptional Child."

"Long range" plans as a result of the institute include: "Seek conferences with Bureau for the Handicapped in our system, to see how the Library Bureau can supplement its activities and programs. Recommend to Bureau Director the implementation of suggestions that may result from such exchanges", "look for greater involvement with the resource people and centers and ways to introduce and incorporate this awareness in consultation work", "become more forceful in seeking cooperation between library and other members of school staff...extend services as I see the library can and should...educate the school staff to know how the library can be more useful for them", "work towards improving our library services and using the ideas and suggestions given us at the institute", "plan for greater involvement and stress innovative programs", "develop bibliographies, discuss functional library programs, develop displays for materials center", "write a position paper for a job description for IMC librarians", "begin a program with our public libraries of service to exceptional young adults", "get the parents more involved", "have a more open and flexible attitude about the role of the library", and "work towards improving our library services using the ideas and suggestions given us at the institute".

There is no need to add to the thoughtful comments of this highly-qualified group. Their very presence and interest made the institute successful. We appreciate the time spent in their detailed responses to the questionnaires from which a pattern for service emerges. May I only add my hopes to theirs for a longer institute on the same theme followed by concentrated workshops for single impairments such as the blind, deaf, mentally retarded and so on covered in greater depth and detail, open to all librarians, special educators and library school faculty. For we must concern and educate all who are in any position to help make a better life for the handicapped, understand each other and our problems fully, and coordinate our activities for the best possible use of every available resource.

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Institute Director